DOCUMENT RESUME

ED 338 121 HE 024 934

AUTHOR	Peterson, Marvin W.; And Others
TITLE	Assessing the Organizational and Administrative Context for Teaching and Learning: An Institutional Self-Study Manual.
INSTITUTION	National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO	NCRIPTAL-91-E-002
PUB DATE	91
CONTRACT	OERI-86-0010
NOTE	93p.; From the National Center for Research to Improve Postsecondary Teaching and Learning Program on Organizational Context for Teaching and Learning.
PUB TYPE	Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*College Administration; *College Faculty; *College Instruction; *Educational Administration; Educational Environment; Higher Education; Institutional Characteristics; *Institutional Evaluation; Institutional Mission; Institutional Research; Questionnaires; Scientific and Technical Information; *Self Evaluation (Groups)

ABSTRACT

This self-assessment manual is intended to help institutions examine their academic management process to assess how they create and foster a climate that promotes undergraduate teaching and learning. It contains three instruments for self-administration. The "Institutional Case Study Guide" helps users analyze their institution's educational improvement strategy by looking at its mission and purpose, its academic culture, its leadership patterns, and its emphasis on different academic management functions. The "Academic Management Practices Inventory" presents a comprehensive list of academic management practices that, according to previous survey results, have an impact on the teaching and learning process, and serves as a useful way to assess the pattern of these practices. The "Organizational Climate for Teaching and Learning Survey" measures faculty and administrator's perceptions of the institution's academic purpose and organizational culture, several dimensions of academic management climate, and faculty motivation for and satisfaction with undergraduate education. Appended are instructions for administering the instruments and assessing the results and the instruments themselves. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 288127

NATIONAL CENTER FOR RESEARCH TO IMPROVE POSTSECONDARY TEACHING and LEARNING

Assessing The Organizational and Administrative Context for Teaching and Learning: An Institutional Self-Study Manual

by
Marvin W. Peterson,
Kim S. Cameron,
Andrea Knapp,
Melinda G. Spencer,
and
Theodore H. White

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
NCRIPTAL

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FROM THE PROGRAM ON ORGANIZATIONAL CONTEXT FOR TEACHING AND LEARNING

HE 024 934

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Selected publications available from NCRIPTAL

Approaches to Research on the Improvement of Postsecondary Teaching and Learning: A Working Paper
Patricia J. Green and Joan S. Stark

Postsecondary Teaching and Learning Issues in Search of Researchers: A Working Paper
Carol D. Vogel and Joan S. Stark

Classroom Assessment Techniques: A Handbook for Faculty
K. Patricia Cross and Thomas A. Angelo

Psychological Models of the Impact of College on Students
Harold A. Korn

Teaching and Learning in the College Classroom: A Review of the Research Literature, Second Edition
Wilbert J. McKeachie, Paul R. Pintrich, Yi-Guang Lin, David A. F. Smith, and Rajeev Sharma

Designing the Learning Plan: A Review of Research and Theory Related to College Curricula
Joan S. Stark and Malcolm A. Lowther, with assistance from Sally Smith

Reflections on Course Planning: Faculty and Students Consider Influences and Goals
Joan S. Stark, Malcolm A. Lowther, Michael P. Ryan, Sally Smith Bomotti, Michele L. Genthon, Gretchen G. Martens, and C. Lynne Haven

Planning Introductory College Courses: Influences on Faculty
Joan S. Stark, Malcolm A. Lowther, Richard J. Bentley, Michael P. Ryan, Gretchen G. Martens, Michele L. Genthon, Patricia Wren, and Kathleen M. Shaw

Planning a College Course: A Guidebook for the Graduate Teaching Assistant
Michael P. Ryan and Gretchen G. Martens

Preparing Course Syllabi for Improved Communication
Malcolm A. Lowther, Joan S. Stark, and Gretchen G. Martens

Faculty as a Key Resource: A Review of the Research Literature
Robert T. Blackburn, Janet H. Lawrence, Steven Ross, Virginia Polk Okoloko, Jeffery P. Bieber, Rosalie Metland, and Terry Street

Performance Appraisal for Faculty: Implications for Higher Education
Robert T. Blackburn and Judith A. Pitney

The Organizational Context for Teaching and Learning: A Review of the Research Literature
Marvin W. Peterson, Kim S. Cameron, Lisa A. Mets, Philip Jones, and Deborah Ettington

Electronic Information: Literacy Skills for a Computer Age
Jerome Johnston

Design in Context: A Conceptual Framework for the Study of Computer Software in Higher Education
Robert B. Kozma and Robert L. Bangert-Drowns

The Electronic Classroom in Higher Education: A Case for Change
Jerome Johnston and Susan Gardner

Assessing The Organizational and Administrative Context for Teaching and Learning: An Institutional Self-Study Manual

Containing:

- Institutional Case Study of the Organizational Dynamics for Teaching and Learning Guide
- Academic Management Practices Inventory
- Organizational Climate for Teaching and Learning Survey

Marvin W. Peterson,
Kim S. Cameron,
Andrea Knapp,
Melinda G. Spencer,
and
Theodore H. White

Grant Number OERI-86-0010

Joan S. Stark, Director
Wilbert J. McKeachie, Associate director

Suite 2400 School of Education Building
The University of Michigan
Ann Arbor, Michigan 48109-1259
(313) 936-2741

Technical Report No. 91-E-002
©1991 The Regents of The University of Michigan. All rights reserved.

The project presented, or reported herein, was performed pursuant to a grant from the Office of Educational Research and Improvement/Department of Education (OERI/ED). However, the opinions expressed herein do not necessarily reflect the position or policy of the OERI/ED or the Regents of The University of Michigan, and no official endorsement should be inferred

Contents

Institutional Self-Assessment Manual 1

- Introduction 1
- Conceptual Overview 2
- The Institutional Self-Assessment Manual: A Brief Description 5
- Domains and Interrelationships of Institutional Self-Assessment Components 6

Undertaking an Institutional Case Study 9

- Writing an Institutional Case Study 9
- Institutional Case Study Content 10
  - I. Institutional Context 10
  - II. Key Contextual Changes 11
  - III. Recent Educational Improvement Efforts 11
  - IV. Academic Tradition and Culture 12
  - V. Educational Improvement Strategy 13
  - VI. Academic Management Practices 13
  - VII. Academic Leadership 14
  - VIII. Conclusions 15

Using the Academic Management Practices Inventory 17

- Developing an Academic Management Functions Profile 17
- Analyzing the AMPI Institutional Profile 18

Determining Organizational Climate for Teaching and Learning 21

- Organizational Climate Survey
- Developing an Institutional Profile 22
  - Scoring the Organizational Climate Survey 22
  - Profiling the Survey Indices 22
- Interpretation and Uses 22
  - Subgroup Comparisons 23

Conclusion 25

Table

1. Organizational and Administrative Conceptual Domains by Component of Institutional Self-Assessment Manual 7

Figure

1. Academic Organizational Context 4

Appendices

A Institutional Case Study Guide

A-1. Interviewee List
A-2. Documents List
A-3. Interview Questions
A-4. Outline

B. Academic Management Practices Inventory

B-1. Development of the AMPI and Scoring the AMPI Indices
B-2. Description of Academic Management Functions (Indices)
B-3. Reliabilities of the AMPI Indices
B-4. New and Existing Practices Compared for Comprehensive University 1
B-5. Effectiveness of Practices--All Institutions

C. Organizational Climate Survey

C-1. Development of the Instrument and Scoring the Indices
C-2. Description of the Indices
C-3. Reliabilities of the Indices
C-4. Graphs of the Indices by Institutional Type
C-5. Comparison of the Academic Management Climate and Academic Management Practices Instrument Index Titles

D. Academic Management Practices Instrument

E. Organizational Climate Survey Instrument

Institutional Self-Assessment Manual

Introduction

Academic leaders at colleges and universities engage in a broad array of organizational and administrative activities specifically designed to support the educational functions of their institutions and therefore improve the climate for teaching and learning. This self-assessment manual is intended to help institutions examine their academic management process to assess how they create and foster a climate that promotes undergraduate teaching and learning.

This manual is based on a strategy developed by the research program on the Organizational Context for Teaching and Learning, which is part of the National Center for Research to Improve Teaching and Learning (NCRIPTAL). In the course of their five-year research program, this research program produced several instruments for determining how an institution influences teaching and learning practices and climate. These instruments have been modified for self-administration.

The manual contains three items:

1. The Institutional Case Study Guide helps users analyze their institution's educational improvement strategy by looking at its mission and purpose, its academic culture, its leadership patterns, and its emphasis on different academic management functions.
2. The Academic Management Practices Inventory (AMPI) presents a comprehensive list of academic management practices that, according to previous survey results, have an impact on the teaching and learning process, and it serves as a useful way to assess the pattern of these practices.
3. The Organizational Climate for Teaching and Learning Survey measures faculty and administrator's perceptions of the institution's academic purpose and organizational culture, several dimensions of academic management climate, and faculty motivation for and satisfaction with undergraduate education.

While student-teacher interaction is a crucial element in the teaching and learning process, this self-assessment manual assumes that an institution's organizational and administrative context, which includes a wide variety of intentionally organized administrative processes and activities, can affect the institution's teaching and learning climate and, in turn, its teaching and learning process.

Seldom, if ever, do faculty and administrators take the opportunity to look systematically at the many organizational and administrative factors that contribute to the quality of teaching and learning at their institution. For most, daily responsibilities and pressure tend to focus attention on the specific needs, procedures, and problems of the various units under their supervision. Individual units may be carefully evaluated, but few systematic approaches have been available for assessing the entire institution to determine whether its organizational and administrative patterns consistently support a favorable climate for teaching and learning.

The Institutional Self-Assessment Manual is designed to lead interested institutional representatives through a thorough analysis of how their organizational and administrative context, their academic management practices or functions, and their institutional climate support the improvement of teaching and learning.

The process of thinking through each portion of the Institutional Self-Assessment Manual may be as important as the overall results. Even if all dimensions are not systematically tallied, reading through the manual may be beneficial. Institutions may gain insight into the role of their culture, the nature of their educational improvement strategy, or the influence of their leadership. Institutions that already have a variety of academic management practices designed to strengthen teaching and learning may find certain activities missing or underemphasized. Others may gain insights into sources of organizational inconsistency or discover new ideas for enhancing effectiveness. The perceptions of respondents to the Organizational Climate Survey may indicate discrepancies between the intentions behind certain practices and the way they are viewed. Those who choose to use the three components of the Institutional Self-Assessment Manual systematically, including quantifying the Organizational Climate Survey results, should have an expanded view of the breadth and consistency of their institution's commitment to undergraduate teaching and learning, and this view should offer some ideas about how to improve it.

This manual provides an overview of the conceptual framework on which the self-assessment is based, a chapter on each of the three components of the self-assessment process (with instructions for administering them and assessing the results), and appendixes on the instruments.

Conceptual Overview

After three decades in which enrollment growth and student disruption, improving management efficiency and effectiveness, and dealing with scarce resources have dominated higher education, academic issues have once again become a primary concern. This focus is not only on the type of programs that institutions offer, but on the nature and quality of teaching and of student learning. Interest in areas such as curriculum, student learning styles, faculty behavior and performance, instructional practices, and student outcomes and learning assessment has increased. At the same time, colleges and universities are also placing a great deal of emphasis on a variety of academic management practices (formal policies and procedures and informal practices) intentionally designed to improve teaching and learning on their campus.

The Institutional Self-Assessment Manual derives from a larger research program focused on the Organizational Context for Teaching and Learning, one of five longitudinal research programs of NCRIPTAL.

The Organizational Context program was designed to address two major research questions:

1. What organizational dynamics, variables, and practices affect an institution's teaching and learning climate and student outcomes?
2. What strategies or approaches can be used to manipulate the key organizational variables and academic management practices to improve teaching and learning climate and student outcomes?

The program was conceived in five phases:

I. The development of a conceptual model of the organizational and administrative context for teaching and learning, based on an exhaustive literature review;

II. A national survey to identify academic management practices or functions that are effective in supporting teaching and learning;

III. Institutional case studies of organizational dynamics to clarify major organizational variables and test the conceptual model;

IV. A survey of the organizational climate for teaching and learning in the case study institutions to validate the instrument; and,

V. Comparative examination of the case study and climate survey results to further test the model and identify possible strategies for improvement.

The conceptual model of the Academic Organizational Context that guides the entire research program shown in Figure 1. This context is seen as consisting of six environments or areas of organizational phenomena: the external environment; the faculty environment; the student environment; educational technology; the curricular environment; and the organizational environment. The organizational environment includes those processes that link the other environments and is the central focus of this self-assessment manual. The other environments are the focus of other NCRIPTAL research activities.

Within the organizational environment, six conceptual domains of organizational variables are identified that potentially influence teaching and learning outcomes: academic leadership; educational improvement strategy; the academic culture; the pattern of academic management practices; the perceived organizational climate for teaching and learning; and the motivational climate for teaching and learning. Each of these six domains is described below.

Academic Leadership. This conceptual domain focuses on the processes that provide institutional constituents with a sense of the institution's academic purpose or that initiate changes of direction. It involves all individuals or groups who influence and who participate in these activities.

Breadth of participation, degree of consensus, consistency of emphasis and patterns of coordination among leaders are key dimensions in understanding the academic leadership process. A variety of styles, such as transformational (establishing purpose and vision), strategic (planning), managerial (focus on efficiency and effectiveness), and interpersonal (support) all may be useful. Leadership that emphasizes academic direction plays a role in setting expectations for teaching and learning outcomes and establishing a climate that stresses improvement.

Educational Improvement Strategy (Academic Guidance). Strategy can be usefully defined in at least four different ways. First, it can be defined as an institutional image or vision of how the institution is viewed or wants to be viewed by internal and external constituents. This may be a formal plan for a continually reasserted image by leaders. Second, it may be defined as a plan that reflects a set of decisions about the academic mission and function, clientele, goals, program mix, geographic service area, and comparative advantage. Third, it may be defined as the "fit" or relationship among the institution's internal functions, its external environment, and its primary constituents. A fourth view of strategy focuses on the structural and functional patterns represented either by its formal design or by emergent, informal pattern of activities, policies, and practices. Clearly, these definitions are not mutually exclusive and may be convergent or divergent patterns in practice.

Key dimensions of strategy are its temporal orientation (current versus future), emphasis (external environmental versus internal organizational), and control over its members (rigid versus flexible). An institution's educational improvement strategy can provide a direction for improvement, should link the various student, faculty, and administrative efforts and integrate the organizational and educational improvement activities.

Academic Culture (The "Amorphous Glue"). Institutional culture can be viewed as the deeply embedded shared values, beliefs, or ideologies that members have about their organization. An organization's culture is both instrumental (affects members' interpretation of events, guides their behavior, and supports change) and interpretive

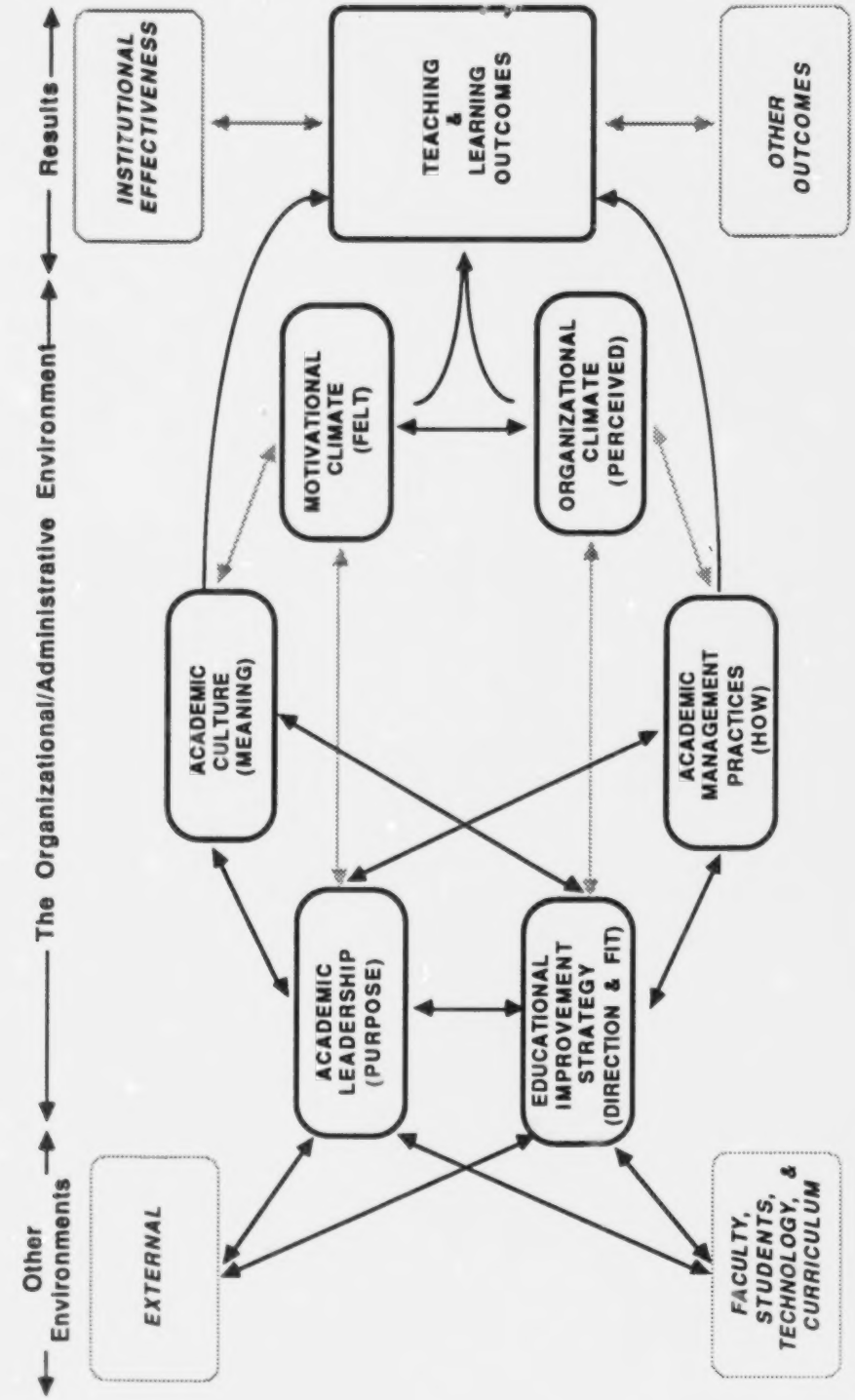


Figure 1. The academic management context model.

(provides meaning to a member's work). A strong culture emphasizes an institution's distinctiveness, is enduring, and is not easily changed.

Major characteristics of culture are the degree of member consensus, content focus, congruence among its elements, strength over members, and continuity, distinctiveness, and clarity. An institution's academic culture can give a sense of "meaning" to an institution's undergraduate efforts and can strongly influence efforts to improve it.

Academic Management Practices. This domain includes those formally organized programs, policies and procedures, and informal practices that an institution explicitly devises to implement its educational strategy and to support faculty and students in their teaching and learning activities.

Some broad dimensions that describe the organized academic management practices are the breadth or focus of their content, how much they are emphasized, and how well they are coordinated. The pattern of academic management practices should reflect the educational improvement strategy and is important in reinforcing the climate for teaching and learning.

Organizational Climate. Organizational climate describes the constituents' shared perceptions of patterns of organizational and administrative behavior ("is" or "should be" views). It focuses on current views of specific organizational and administrative patterns and how they support teaching and learning.

Two key dimensions of climate are the degree of consensus within constituent groups and the degree of congruence among various groups of constituents. Unlike culture, climate is more specific, may vary, and can be more easily changed. Common climate patterns take on an expectation or normative character that can support both extrinsic (member control) and intrinsic (member motivation) purposes.

Like culture, perceived climate can be described by such dimensions as its content, strength, clarity, group consensus, and congruence among constituents. However, the content of climate is usually more focused on specific, current patterns than is culture. Important cultural dimensions, such as continuity and distinctiveness, are less useful. "Supportiveness" of climate, however, appears to be a critical climate dimension. Faculty and administrators' views of how their organizational processes support or emphasize teaching and learning is an important domain of the climate for educational improvement.

Motivational Climate. This domain of climate is psychological and looks at feelings members hold about the institution and their roles within it (rather than their perceptions of surrounding organizational patterns).

It includes dimensions related to member satisfaction with, motivation for, commitment towards, and involvement in efforts to improve teaching and learning. This is a useful intervening measure of faculty readiness to enhance their teaching effectiveness and, indirectly, attempt to improve student learning.

These six domains of organizational behavior are all important in influencing faculty teaching performance and student learning. All need to be integrated and consistent to make an institution's attempt to improve teaching and learning effective.

The Institutional Self-Assessment Manual: A Brief Description

The Institutional Self-Assessment Manual comprises three components: the Institutional Case Study Guide, the Academic Management Practices Inventory

(AMPI), and the Organizational Climate for Teaching and Learning Survey. Each is described briefly below and in further detail in subsequent sections of the manual.

The **Institutional Case Study Guide** is designed to help identify and understand how key concepts in each of the organizational domains influence the climate for teaching and learning. It focuses on the institution's academic mission and purposes, educational improvement strategies, and academic management practices, and it looks into how they are developed and how they are intended to influence teaching and learning. The guide studies an institution's academic culture and examines how it reinforces improvement. By examining academic leadership patterns, the case study approach reveals how the leaders integrate concerns for academic mission and purpose, academic improvement strategy, academic management functions, and academic culture to support teaching and learning. The Institutional Case Study Guide is meant to be used in conjunction with the Academic Management Practices Inventory and the Organizational Climate Survey.

The **Academic Management Practices Inventory** (AMPI) is a checklist to help institutions identify academic management practices on their campus. The broad patterns of practices can be combined to represent academic management *functions*. Patterns among these functions can help identify educational strategies and might be useful in distinguishing different institutional emphases. The patterns of the functions themselves can be used to examine patterns of coordination among the activities, their consistency, the allocation of resources to them, and the degree of their use or perceived effectiveness. The organizational dynamics supporting the academic management functions can be examined in greater detail in the Institutional Case Study. The academic management functions included in the Academic Management Practices Inventory also are consistent with those found in the section on academic management climate for teaching and learning assessed in the Organizational Climate Survey.

The **Organizational Climate for Teaching and Learning Survey** is designed to examine faculty and academic administrator's perceptions of the institution's academic purpose and culture, its academic management climate, and faculty motivation for and involvement in teaching and learning. It helps illuminate the relationship among these variables and allows one to compare perceptions among various respondents. It can also provide new insights for administrators in managing their colleges and universities.

The Organizational Climate Survey provides colleges and universities with a unique opportunity to focus specifically on determinants of effective teaching and learning. While there are other instruments for measuring student, faculty, or institutional climate, no other instrument with this particular focus is currently available. By focusing on organizational and administrative dimensions of the climate for teaching and learning, this survey complements other instruments available for assessing institutional climate.

Domains and Interrelationships of Institutional Self-Assessment Components

Table 1 illustrates which domains of the conceptual framework are addressed by the three different components of the institutional assessment process. The Institutional Case Study Guide focuses broadly on domains of academic culture, educational improvement strategy, academic leadership, and academic management practices. The Academic Management Practices Inventory focuses in more detail on patterns of practices and their relationship to the educational improvement strategy. The Organizational Climate Survey addresses all six of the domains.

TABLE 1

CONCEPTUAL DOMAINS EXAMINED BY INSTITUTIONAL SELF-ASSESSMENT COMPONENTS

DOMAIN	COMPONENT
Academic Leadership	Institutional Case Study Guide Organizational Climate Survey (I/2,6)
Educational Improvement Strategy	Institutional Case Study Guide Academic Management Practices Inventory Organizational Climate Survey (II/1-5)
Academic Culture	Institutional Case Study Guide Organizational Climate Survey (I/1-7)
Academic Management Practices	Institutional Case Study Guide Academic Management Practices Inventory Organizational Climate Survey (IV/1-59)
Organizational Climate	Organizational Climate Survey (VI/1-14)
Motivational Climate	Organizational Climate Survey (V/1-14)

The Institutional Case Study Guide is meant to be used in conjunction with the Organizational Climate Survey and the Academic Management Practices Inventory. While each component can be used separately, it is recommended that the AMPI be used first as it is objective, comprehensive, and easily completed.

The AMPI serves primarily as an inventory. Information about how well an institution's academic management practices function, and who provides leadership for the various practices, can be gathered during the case study process. The Institutional Case Study Guide and Organizational Climate Survey can then be used concurrently or separately. The Institutional Case Study Guide and resulting Institutional Case Study can help verify and elaborate on information gathered from the Academic Management Practices Inventory. More importantly, the Institutional Case Study Guide provides a focus on the less quantifiable domains of academic purpose, culture, strategy, and leadership.

The Organizational Climate Survey corroborates information gathered in the Institutional Case Study on the institution's academic purposes, culture, strategy, and leadership patterns, and it highlights the respondents' perceptions of which academic management functions are emphasized.

The Organizational Climate Survey is particularly helpful because it reaches more individuals than can be interviewed during the case study. More importantly, the Organizational Climate Survey offers a measure of the institution's support for undergraduate teaching and learning. The Organizational Climate Survey can also be used longitudinally to assess whether or not institutional changes in academic mission and purpose, educational strategy, leadership, or academic management practices are improving the climate for teaching and learning.

Undertaking an Institutional Case Study

The Institutional Case Study Guide is designed to help identify and understand how an institution's educational strategy and improvement efforts are developed and how four domains of organizational dynamics influence the improvement of undergraduate teaching and learning. The four domains of organizational dynamics addressed in the Case Study Guide (Figure 1) are: Academic Leadership, Educational Improvement Strategy, Academic Culture, and Academic Management Practices (or Functions).

The Institutional Case Study Guide addresses the following broad questions:

1. Given the institutional context and recent changes, what major problems in undergraduate education need attention?
2. What is the institution's academic mission and purpose? How was it developed? What is its rationale?
3. How have recent external and internal changes affected the institution's academic purpose, programs, and progress?
4. What recent efforts to improve undergraduate education have been developed at the institution? How? Why? Who is responsible for their implementation?
5. What is the institution's academic culture? How does it support or constrain the climate for teaching and learning?
6. What is the institution's educational strategy? How does it reflect the educational problems, needs, and mission and purpose of the institution? Are the improvement efforts consistent with it? How does the strategy take culture into account?
7. What academic management practices or functions are emphasized? Are they consistent with the institution's academic purposes, educational strategy, and undergraduate improvement efforts? Do they address critical problems or needs?
8. What individuals or groups provide leadership for undergraduate academic improvement? How are they related or coordinated? Do they reflect a consistent view of academic purpose and direction for improving undergraduate education? How effectively do they integrate concerns for relating the academic culture, educational improvement strategy, and patterns of academic management practices to support a strong teaching and learning climate? Are different modes of leadership (transformational, strategic, managerial, and interpersonal) represented by those leadership participants?

The resulting institutional case study describes the institutional context for undergraduate education; the key internal and external changes affecting the institution; and the institution's mission and academic purposes, especially as they relate to undergraduate education. The institution's recent educational efforts for improving its undergraduate education are also identified.

The institutional case study then focuses on the institution's traditional academic culture and its educational strategy. It also highlights the breadth and emphasis of the institution's academic management functions. The Institutional Case Study approach is meant to be used in conjunction with and to elaborate on the patterns identified in the Academic Management Practices Inventory (AMPI). Finally, the Institutional Case Study examines the sources and patterns of academic leadership that provide a supportive climate for undergraduate teaching and learning.

Writing an Institutional Case Study

An institutional case study is developed from a synthesis of data collected from several different institutional sources and a set of focused interviews. The decision about who should coordinate the case study process and write the final document is best left to each institution. Several options are available: (1) an outside consultant or group, (2) an internal, skilled administrator or researcher, (3) an internal self-study committee, or (4) a combination of these.

In any case, the locus of expertise (internal versus external), responsibility (individual versus group), and balance of representation are issues that should be addressed initially. Except in unusual circumstances, the best approach is usually one consistent with the general practices of the institution for major self-assessments.

Institutional Case Study Outline and Data Sources

Developing an institutional case study requires the careful integration of qualitative and quantitative as well as objective and subjective data. Much of the objective and quantitative data come from institutional documents (Appendix A-2 contains a suggested list). Qualitative data are obtained primarily through the case study interviews. The AMPI and Organizational Climate Survey, when used in conjunction with the Institutional Case Study, provide sources of objective and quantitative information for elaborating or corroborating the institutional case study. A complete Institutional Case Study Guide is contained in Appendix A.

Components of the Institutional Case Study Guide

The Institutional Case Study Guide consists of four parts: The Case Study Interviewee List is a suggested list of individuals and groups (by position) who could be included in the data-gathering process (Appendix A-1). The Case Study Documents List (Appendix A-2) is a listing of campus documents that may prove helpful in writing the institutional case study. The Institutional Case Study Interview Questions (Appendix A-3) provides a complete list of topics and questions to be covered in the interviews. These are consistent with the Institutional Case Study Outline (Appendix A-4), which provides a suggested format for writing the institutional case study.

Interviews are generally scheduled for about one hour each and are usually held with individuals. However, small-group interviews with similar individuals (department chairs, representative faculty, etc.) are often useful. Large groups (more than six participants) may restrict the openness of the conversation and can result in less accurate or thorough information. It is also important to stress the confidentiality of information the participants share within the interviews.

Institutional Case Study Content

Each of the major sections to be addressed in the case study is described below. The sections are discussed in the order presented in the suggested outline in Appendix A-4 and in the interview questions (Appendix A-3).

I. Institutional Context

Section I of an institutional case study focuses on general information about the institution. It provides a framework for the rest of the report, and therefore it contains descriptions of the major components and functions of the institution and has a special emphasis on undergraduate education.

Section I begins with a brief overview of the institution, including its mission and key features or traditions for undergraduate education. Next, the structure of

undergraduate academics is described, followed by an overview of student body demographics and key student life features. The characteristics of the faculty as they relate to undergraduate education are also included. This is followed by a description of the structure of and process for academic governance at the institution, including an overview of both administrative and faculty patterns of decision making and leadership.

Section I addresses the following questions:

1. What are the academic mission and goals of the institution (with a particular focus on the priority for undergraduate education)?
2. What is the institution's academic structure?
3. What types of students are enrolled at the institution? What are their major or unique educational needs?
4. What are the primary patterns or characteristics of the undergraduate educational experience?
5. What are the administrative and faculty governance structures for undergraduate education? How are the two related?
6. Who provides primary leadership on issues of undergraduate academic improvement at the institution?
7. What are the key patterns of faculty responsibility for, participation in, and influence on undergraduate academic issues?

Since Section I primarily provides a framework and reference point for the remainder of the Institutional Case Study and is largely descriptive, little analysis is required. It is critical to keep the information in this section focused on *undergraduate* education. Several of the subsections can become unnecessarily lengthy if the writer loses sight of the primary focus on undergraduate education.

II. Key Contextual Changes

Section II focuses on recent, major, internal or external changes that influence undergraduate teaching and learning. The purpose of this section is to identify new educational problems or issues that need to be addressed. To a large extent, the content of this section will vary with the recent experience of the institution.

Section II addresses the following questions:

1. What recent, major, *internal* changes have had an impact on undergraduate teaching and learning at the institution?
2. What recent, major, *external* changes have had an impact on undergraduate teaching and learning at the institution?
3. What were the circumstances surrounding these changes?
4. Who were the key participants in these changes?
5. Did these changes lead to new academic goals or purposes?
6. What have been the unintended results or consequences of the changes?

This information provides an in-depth description of each of the recent, major changes at the institution. The descriptions should include details of the circumstances surrounding the nature of the change, key participants in the change process, and the consequences of the change. Patterns of decision making, specifically for areas affecting teaching and learning, should be highlighted.

III. Recent Educational Improvement Efforts

Section III provides a brief overview of recent efforts to improve undergraduate education. The primary purpose is to provide a detailed account of those efforts. The section identifies the purpose and content of the improvement efforts, examines the internal and external events that precipitated the efforts, and describes the key participants involved in shaping them.

This section addresses the following questions:

1. What is the purpose and content of recent efforts to improve undergraduate education?
2. What factors or events precipitated the efforts? Who are the key participants?
3. Why is this improvement being implemented?

The material contained in this section is mainly descriptive. Section III should be brief and focused specifically on recent improvement efforts.

IV. Academic Tradition and Culture

Section IV focuses on the institution's academic culture and tradition. Its purpose is to identify the major dimensions of academic culture (beliefs and values) and well-established institutional traditions as they relate to undergraduate education. The section begins with a description of traditional institutional patterns, themes, important events or activities that provide information about how academic affairs are conducted. It is followed by a description of the institutional culture--the deeply embedded values, beliefs, myths, or sagas that have meaning for the institution and that are ascribed to the educational process. Finally, the nature of conflicts in the dimensions of culture or with the changing institutional conditions or the improvement effort are explored.

This section addresses the following questions:

1. What are the primary dimensions of the institution's academic culture? Is it widely shared and understood? Has it changed in recent years? Why?
2. Do faculty and administrators agree on and accept the academic culture? Do they think it needs to be changed?
3. How does the academic culture support, constrain, or deter current attempts to improve undergraduate education?
4. Is there an attempt to change (or a need to change) the academic culture in light of the academic purposes and improvement goals?
5. Who are the key individuals or groups who maintain or are attempting to change the institution's academic culture?

This section presents the principal institutional traditions and dimensions of academic culture as identified in the institution's literature and reported by the people interviewed. The clarity, strength, and consensus about the institution's traditions and dimensions of academic culture should be highlighted (How clearly do administrators and faculty identify, ascribe importance to, and agree on the institution's culture?). The effects of the academic traditions and culture on undergraduate teaching and learning, both positive and negative, should be noted. Conflicts in the traditions and culture or with the institution's academic purpose or its educational improvement strategy are particularly important to describe. If there are attempts to reshape the traditions or culture, those should be noted, along with groups who support or resist the changes.

The data collected on academic culture and tradition for the Institutional Case Study can be used in conjunction with the data from Section I of the Organizational Climate Survey. The survey data may confirm the case study findings or suggest other ones.

V. Educational Improvement Strategy

Section V of the Institutional Case Study focuses on the formal or informal educational improvement strategy (or strategies) being used in the institution. These are usually longer-term and broader in scope than the educational improvement efforts identified in Section III. The primary purpose of this section is to describe the nature of the strategy, to assess its usefulness, and to examine its relationship to the recent educational improvement efforts.

This section examines the development of the strategy, the nature and content of the strategy, and the reason for the strategy. In addition, it investigates who is responsible for implementing the strategy, what processes or practices are being emphasized, and what resources are being allocated to it. The positive and negative views of interested administrators and faculty groups regarding the strategy and its purposes should be highlighted. Finally, the relationship of the educational improvement strategy to recent educational improvement efforts is examined.

This section addresses the following questions:

1. What educational improvement strategy has been developed? What are its principal features?
2. What is the strategy designed to accomplish? Does it have specific goals?
3. Who is responsible for designing and implementing the strategy? What individuals or groups are involved? Who has primary influence? How are they coordinated?
4. What is the general approach being used to carry out the strategy? Why?
5. What policies, procedures, or practices are being employed? Are they new or continuing?
6. What special resources (if any) are allocated to this effort?
7. Who are the supporters and detractors of the improvement effort?
8. How does the strategy relate to the recent educational improvement efforts (Section III)?

Initially, this section details and examines the reason for the choice of strategy. Then, the general nature of the strategy can be described in terms of its nature (formal or informal); its orientation (internal or external); its character (evolutionary, responsive, adaptive, or proactive); its approach (top-down or participatory); the breadth of its focus; its short- or long-term concerns, and so on. The content of the strategy, its intended purposes, the organizational participants, the academic management processes or practices to be used, and any special resources needed to implement the strategy should be highlighted. It is also possible to obtain reactions to the educational improvement strategy if enough people representing different groups are interviewed.

VI. Academic Management Practices

Section VI is meant to be a companion to and an elaboration of the Academic Management Practices Inventory. The purpose of the section is to examine the consistency of the academic management practices with the educational improvement strategy and efforts and the institution's educational needs and

problems. This section describes fifteen academic management functions (groups of related academic management practices) that were identified through the AMPI as existing at the institution.

This section addresses the following questions:

1. What are the primary academic management functions at this institution? Which are emphasized and why?
2. Have recent changes occurred in the academic management functions? What are they?
3. Are the academic management functions consistent with the academic purposes, the educational improvement strategy, and the major teaching and learning objectives of the institution?
4. Are there major gaps, overlaps, or deficiencies in the pattern of academic management functions supported?
5. Who provides supervisory leadership for the primary academic management functions? Are they coordinated?
6. What are the intended goals and purposes of the primary existing academic management functions? Are they effective?
7. What are the costs of the existing academic management functions?

The data collected for this section will be significant both in terms of quantity and scope. Describing each academic management function, its purposes, its set of activities and resources, its leadership, and any recent changes in the function requires a straightforward integration of material from the AMPI (if used), case study interviews, and documents related to each practice or function.

Once the leaders of each academic management practice or function have been identified, a supervisory leadership profile can be assembled by identifying where each reports. In many ways, this may mirror the institution's organizational chart and can be modeled after it. Questions of whether this supervisory pattern makes sense and how related functions are coordinated can be examined. Further questions about gaps or overlaps in and the consistency of the academic management functions with the undergraduate mission and goals, the educational problems, and the educational improvement strategy and efforts of the institution require the integration of data from those earlier sections of the case study.

If the Academic Management Practices Inventory has been used, a more extensive examination of the patterns of practices, their leadership, coordination, consistency, and effectiveness, as well as a cost profile, can be undertaken. This will require the integration of personnel or budgetary data for each of the functions. (Procedures for these are discussed in the Academic Management Practices Inventory chapter.) An analysis of the perceived emphasis on major academic management functions and their effectiveness can be done using information from the Organizational Climate Survey.

VII. Academic Leadership

Section VII of the Institutional Case Study focuses on leadership for academic improvement strategy in undergraduate education. Its purpose is to identify key individuals or groups who provide academic leadership, the academic strategies and improvement efforts they emphasize, and the variety of leadership styles and approaches they use.

It answers the following questions:

1. Who provides academic leadership for improving undergraduate education at the institution? Is it limited or broadly participative?
2. What academic purposes and undergraduate improvement goals do they stress? Are these consistent or inconsistent?
3. Are the key academic leaders in agreement? Are their efforts coordinated?
4. Does the academic leadership attempt to integrate concerns for academic culture, educational improvement strategy, and academic management functions?
5. What styles of academic leadership are exhibited by the key leadership participants? Transformational? Strategic? Managerial? Interpersonal?

The data collected for this section can be used to develop an academic leadership profile for the institution. The section should begin with a description of the key academic leaders, their views of the institution's academic purposes and the goals for its undergraduate education improvement strategy, and the styles they emphasize. Who provides transformational, strategic, managerial, and interpersonal leadership and support should be noted. Differences between formal and informal leadership and the implications for sustained efforts should be described.

Inconsistencies in academic purposes and educational improvement strategy should also be noted, and coordination among academic leaders may also be explored. Again, inconsistencies should be highlighted. Finally, the ways in which key academic leaders attempt to integrate concerns for academic culture, academic improvement strategy, and academic management functions should be explored.

VIII. Conclusions

Section VIII will vary with the institution's own purposes for using the self-study and with the results of the case study analysis. Regardless of the purpose of the case study, however, this section should be brief. It should include:

1. A summary of the academic mission and purpose, educational improvement strategy efforts the institution is attempting to implement, including
   - The nature of the institution and recent changes that define educational problems, needs, and challenges.
   - The traditions and culture that shape the attempts to improve undergraduate teaching and learning.
2. An examination of the appropriateness of the educational improvement strategy, focusing on
   - Special problems or challenges to improving undergraduate education that need to be addressed.
   - Whether the strategy chosen addresses the undergraduateeducational needs and concerns of the institution.
   - The consistency of strategy with the academic mission and purposes.
   - Any problems that the strategy has brought.
   - How the strategy reflects or is designed to reshape the institution's culture.

- The nature of the educational improvement efforts and their fit with the educational improvement strategy and needs of the institution.
- Consistency of the academic management functions with the educational strategy, improvement efforts, and educational needs.

3. A critique of the role of leadership and its effectiveness in formulating and implementing the educational strategy and improvement effort as well as its capacity to integrate concerns for mission and purpose, traditions and culture, and academic management practices.
4. Depending on the purposes of the case study, this section may also include recommendations based on the institution's interpretation of the results.

Using the Academic Management Practices Inventory

The Academic Management Practices Inventory (AMPI) provides a useful guide for institutions wishing to assess their own patterns of academic management practices or functions (groups of related practices). It does so by describing the academic management practices currently being used and by identifying groups of academic management practices (functions) that might be interpreted as an educational improvement strategy. It also serves as a basis for further research relating the patterns of practices and functions to the academic management climate section of the Organizational Climate Survey.

Academic management practices are defined as the formally organized policies and procedures and the informal practices that institutions intentionally design and implement to improve the climate for undergraduate teaching and learning and to enhance faculty and student performance. Profiling academic management practices and functions allows an institution to examine its areas of emphasis and the breadth of its organizational efforts to improve teaching and learning. The pattern of functions emphasized can be seen as a form of educational improvement strategy; that is, they are the intentional efforts through which the institution is attempting to support improved teaching and learning.

Several additional dimensions can be analyzed. These include identifying the recency ("newness") of the academic management practices; the consistency among, gaps in, or overlaps in the practices; the consistency of the academic management functions with the institution's educational problems, or educational improvement strategy; the pattern of supervisory coordination; the resources allocated to the functions or practices; and even user views of their effectiveness.

The Academic Management Practices Inventory is designed to address the following questions:

1. What academic management practices exist at your institution? Which are new?
2. Are there gaps or overlaps in the practices? Are they consistent or contradictory?
3. When profiled as academic management functions, which areas receive the greatest emphasis? Is the emphasis broad or focused?
4. Do the practices or functions reflect support that is consistent with the institution's educational problems and purposes, its educational strategy, or improvement efforts?
5. How are these practices supervised and coordinated? Is this an appropriate arrangement?
6. How are resources allocated to the various practices? Are these allocations appropriate?
7. How effective are the various academic management practices perceived to be?

Developing an Academic Management Functions Profile

The Academic Management Practices Inventory in Appendix D can be thought of as a set of formal policies and procedures and informal practices that institutions intentionally design to support teaching and learning. They may or may not exist at any given institution. The 111 practices that make up the inventory can be grouped into fifteen broad academic management functions or related sets of items. These academic management functions are clusters of conceptually related academic management practices that can be thought of as a set of practices serving a common purpose. These practices were also found to cluster statistically in a national study of

the effectiveness of these practices. An explanation of the specific procedures used to develop the indices and to score them is given in Appendix B-1.

The fifteen academic management functions can be viewed as having content related to four different primary orientations. Six are primarily administrative functions, four are faculty-oriented functions, two are educational process functions, and three are student-oriented functions. Brief descriptions suggesting the type of practices or activities in each of the functions are presented in Appendix B-2, and their alpha coefficients of reliability are presented in Appendix B-3.

Analyzing the AMPI Institutional Profile

Once an institutional score for the existence and newness of the fifteen academic management practices and functions has been developed (Appendix B-1), an institutional profile can be graphed (see Appendix B-4 for an example). This information can then be examined in several ways:

Educational Support Strategies as Areas of Emphasis. The profile can be used to identify patterns or areas of specific functional emphasis. Since the indices indicate the percentage of practices that exist or are new in each function, they can be used to address questions such as: What areas do we currently emphasize? What have we most recently addressed?

Educational Support Strategies as Breadth of Practices. The profile can also be used to determine breadth of practices. This information comes from comparing the relative magnitude of the existence scores on the fifteen academic management functions. It provides insight into whether the institution has a broad array of support practices in place or whether they are focused in certain areas. What do the patterns of academic management functions suggest about the breadth or the focus of support activities?

Gaps in Academic Functions. The profile can also be used to identify gaps in academic management practices and functions. This information comes from identifying functions with low scores on existence. It addresses the questions: What academic management practices are underemphasized? What practices that might be useful are missing?

Consistency of Academic Management Practices. The information gathered above on the patterns, breadth, and gaps of academic management practices can be combined with knowledge of the institution's mission and goals, its current teaching and learning problems or issues, and its educational improvement strategy to determine how consistent the academic management practices are with their purposes. It offers answers to such questions as: Do the academic management practices stressed address real educational problems and issues? Are they consistent with the stated goals and mission of the institution? Do the practices in place support the improvement strategy?

The AMPI Inventory and resulting profile can also serve several other purposes, such as examining the coordination among academic management practices and reviewing of the resource allocation to support teaching and learning. These are described below.

Once the institutional score for "effectiveness" on each of the academic management functions has been developed, an institutional profile can be graphed (see Appendix B-5 for an example).

Effectiveness of Academic Management Practices. This profile can be used both to compare the perceived effectiveness of the fifteen functions and to make some absolute judgments about some specific functions. The perceived nature of the data

suggests one needs to attempt to probe further for the reasons for those perceptions. The results can then be compared to the mission and goals of the institution and current educational issues to address such questions as: Are teaching and learning problems and issues being supported by effective academic management practices? Are these practices or functions perceived to be effective by faculty and academic administrators?

Coordination of Academic Management Practices. Identifying the supervisors of existing academic management practices and functions helps point out patterns of coordination of academic management practices. To do this, the respondent should identify the individual, group, or office responsible for each practice (where applicable), and to whom they report. A supervisory or coordination profile can then be developed for the institution. The primary questions addressed in this area are: Are there clear patterns of coordination of academic management practices at the institution, and, if so, what are the patterns? Are related practices coordinated by the same source? If no clear patterns emerge, what are the consequences of the lack of coordination? Again, the results of the coordination profile can be compared for congruence with the institution's goals and mission, its current educational problems and issues, and its educational improvement strategy.

Resources Allocated to Support Academic Management Practices. The AMPI can also be used to identify the human, financial, and other resources allocated to various academic management functions. For each function (or practice), the respondent should identify direct costs of personnel and other expenses allocated to each practice (where applicable). This information can be compiled by function and can be compared with the institution's mission and goals, its educational problems and issues, and its improvement strategy to determine whether it is consistent in resource allocation. The resource allocation information can also be compared with the effectiveness information by asking, Where are the most resources being allocated to support teaching and learning? Are funds allocated in the appropriate functional area? Are the allocations sufficient?

These analyses can lead to significant changes in the patterns of academic management practices, and a more appropriate, consistent, coordinated, efficient, and effective set of academic support activities. Over time, this should lead to a more favorable climate for teaching and learning and also to improved faculty and student performance.

In addition to being used alone, the AMPI is designed to be used in conjunction with the Institutional Case Study Guide. The Institutional Case Study serves to elaborate the major academic management practices or functions found to exist. The case study can also provide useful information when interpreting the AMPI. In determining whether or not inconsistencies exist between the stated goals of the institution and the existing academic management practices, information gathered in the case study will be very useful. This is particularly true in developing a profile of supervisory responsibility or leadership for academic management practices.

Determining Organizational Climate for Teaching and Learning

Three types of climate operate simultaneously in the educational environment: the objective climate or observable patterns; the perceived organizational climate; and the motivational or felt climate. The Academic Management Practices Inventory provides some insight into formal practices—the objective patterns. The Organizational Climate Survey focuses on the latter two types of climate. The perceived climate is defined as the faculty and academic administrators' shared perceptions of organizational and administrative emphasis on teaching and learning. The motivational climate is defined as the faculty's shared feelings about teaching and learning in their institution (satisfaction, commitment, morale, etc.) and their involvement in teaching and learning improvement activities.

The primary purposes of the Organizational Climate Survey are to provide the institution with a quantitative assessment of (1) certain broad dimensions of educational mission and purpose and some of the institution's academic culture dimensions that can be explored in more depth in the case study; (2) the organizational and administrative climate for teaching and learning; and (3) faculty motivation for and involvement in teaching and learning. The survey may corroborate the Institutional Case Study insights into academic purpose and culture; it will yield its greatest benefits when used in conjunction with the Institutional Case Study. The Organizational Climate Survey will also shed additional light on how faculty and academic administrators perceive the organizational and administrative emphasis on teaching and learning. The section on academic management climate is designed to be used in conjunction with the Academic Management Practices Inventory. The survey also provides a measure of self-reported faculty motivation for and involvement in teaching and learning activities.

In the context of this self-assessment, **organizational culture** (measured in Section I of the Organizational Climate Survey, which is found in Appendix E) focuses on the deeply embedded values, beliefs, or ideologies that participants have about the academic purposes of the institution and the nature of their institution as an organization, its governance style, and its change orientation. A strong organizational culture reflects an institution's distinctive self-image or identity and is not easily changed.

In contrast with culture, the **academic management climate** (measured in Sections II, III, IV, VII, and VIII of the Organizational Climate Survey, Appendix E) emphasizes respondent perceptions of and attitudes towards specific academic work-setting dynamics, organizational patterns, academic administrative support, and resource availability. Climate is an atmosphere or style that is more focused and less embedded or enduring than culture, but it is also likely to be affected by changes in organizational and administrative practices or approaches.

Faculty motivation and involvement are self-reports of faculty satisfaction with, commitment to, motivation towards, and involvement in the improvement of undergraduate teaching and learning (Sections V and VI of the Organizational Climate Survey). These reflect the faculty member's personal feelings and behaviors and are, perhaps, better predictors of their teaching performance.

The Organizational Climate Survey addresses the following questions:

1. How do faculty and academic administrators view the academic purpose and culture of their institution? Is it clear and distinctive on the dimensions measured?

2. How do faculty and academic administrators perceive the organizational practices and processes designed to support teaching and learning? What is the organizational climate for teaching and learning?
3. What is the faculty motivational climate? How satisfied by, motivated towards, and committed to teaching and learning are they? How involved with activities designed to improve teaching and learning are they?
4. Are there differences in faculty and academic administrators' perceptions of the academic purposes, culture, climate, and motivational pattern in the institution? Do identifiable groups of faculty differ from one another?
5. Are the perceptions of the various dimensions consistent with those expected from the case study or desired by academic leadership?

Organizational Climate Survey: Developing an Institutional Profile

The Organizational Climate Survey asks faculty and academic administrative respondents to rate their institution's emphasis on 151 items. The items in the questionnaire are in seven sections related to three broad conceptual domains: Academic Purpose and Organizational Culture (Section I); the Organizational and Administrative Climate (Sections II, III, IV, VII, and VIII); and the Faculty Motivational Climate (Sections V and VI). Factor analysis reduced the 151 items to 45 indices grouped into twelve categories under the same three conceptual domains. An explanation of the specific procedures used to develop the instrument and to score the indices is given in Appendix C-1. Appendix C-2 describes the 45 indices. The reliability scores of the 45 are indices represented in Appendix C-3.

Scoring the Organizational Climate Survey

An item-by-item review of the results is useful. However, for general analysis and distribution, it is more useful to develop an institutional summary based on the indices derived from the instrument.

Profiling the Survey Indices

Once institutional means have been calculated for each item in the Organizational Climate Survey and the organizational climate indices have been developed (see Appendix C-1), an institution can then build an organizational climate profile. This profile is meant to be a descriptive summary of the survey results. The profile is developed to highlight the indices within each of the Organizational Climate Survey's three broad conceptual domains and twelve categories. It should include a cover memo and five graphic tables. Examples of a format for the five tables are shown in Appendix C-4. The cover memo should contain statements about each of the indices as well as a comparison of areas that are perceived to receive the most or least emphasis and other interpretive comments, as appropriate.

Interpretation and Uses

The Organizational Climate Survey is designed to help an institution quantify many dimensions of its educational purpose and organizational culture, organizational and administrative climate, and faculty motivation and effort. It provides a good picture of how faculty and administrators perceive these critical dimensions, and it indicates what respondents believe the institution emphasizes. This information can be used to inform the institution and its constituents and to examine the implications, and it can lead to recommendations for change and improvement. It can also be used to corroborate and build on the analysis of these dimensions in the Institutional Case Study and AMPI. The results of the Organizational Climate Survey should be compared with those from the other methods for congruence.

Subgroup Comparisons

An important use of the Organizational Climate Survey is as a tool for comparing various institutional groups. Information collected in Section IX, Personal Data, can be used to stratify survey results. For example, the survey results of faculty may be compared with those of administrators; survey results of faculty may also be stratified by academic field; survey results of administrators may be used to compare academic administrators with student services administrators, and so on.

Conclusion

This Institutional Self-Assessment Manual provides a multi-faceted approach to understanding the organizational context for undergraduate teaching and learning. Each of the three components of the manual provides a perspective and set of data that focus attention on a different part of the conceptual model. Each also includes an approach and a set of tools and techniques that can be used to identify areas of strength and weaknesses, congruence or conflict.

The Institutional Case Study Guide focuses attention on the dynamics among the patterns of academic leadership, educational improvement strategies, institutional culture, and academic management practices, that support the organizational and motivational climate for improving undergraduate teaching and learning espoused in the institutional setting. The Academic Management Practices Inventory provides a comprehensive checklist for evaluating the status of current activities or practices designed to support teaching and learning and a means of assessing them as academic management functions focusing on undergraduate education. Finally, the Organizational Climate Survey is a useful instrument for assessing faculty and academic administrators' perceptions of their institution's climate for and of their own motivation toward improving undergraduate teaching and learning. These three components enable academic administrators to gain both a rich data base (for future as well as current use) as well as a holistic profile of their institution's efforts to improve teaching and learning.

The manual itself does not offer a strategy for instituting organizational change. Rather, its intent is to provide a framework within which undergraduate teaching and learning can be assessed. This information is centrally important in enabling the academic leaders of a college or university to develop both short- and long-term plans for improving undergraduate education. The data gathered in this self-assessment process can then serve as a base for examining the impact of these efforts.

APPENDIX A:

INSTITUTIONAL CASE STUDY GUIDE

A-1. Interviewee List

A-2 Documents List

A-3. Interview Questions

A-4. Case Study Outline

APPENDIX A-1.

INSTITUTIONAL CASE STUDY INTERVIEWEE LIST

The following individuals should be considered as important contributors of information when conducting a self-assessment investigation:

President

Chief Academic Officer

Director of Student Affairs

Director of Enrollment/Admissions

Director of Planning

Chief Budget Officer

Administrator in charge of undergraduate education

Director of Faculty/Instructional Development

Director of Educational Evaluation/Student Assessment

Director of Teaching/Learning Center

Director of Institutional Research

Student Government Leader

Chair of Faculty Governing Body

Chair of Undergraduate Curriculum Committee

Head of Educational Technology

Director of Management Information Systems

Grants Officer (for undergraduate education)

Divisional/Department Chairs

Chairperson of Academic Affairs Committee for the Governing Board

APPENDIX A-2.

INSTITUTIONAL CASE STUDY DOCUMENTS LIST

The following documents should be considered as important sources of information when conducting a self-assessment investigation:

College Catalogue

Statement of Institutional Mission, Goals, and Objectives

Formal Undergraduate Academic Plan

Faculty Handbook

Organizational Chart

Student Demographics Report (for past three years) including:
- •Admissions data
- •Enrollment/retention data

Faculty Demographics Report (for past three years) including:
- •Full-time and part-time faculty data
- •Academic unit information

Operating Budget Summaries (for past five years)

Academic Planning Process (specific procedures)

Guidelines for Academic Program Introduction/Discontinuance

Admissions/Recruitment Policies

Planning Documents

Staffing/Recruitment Policies

Accreditation/Consultation Reports

Undergraduate/Curriculum, Academic Affairs Committee Guidelines

Resource Allocation Guidelines

APPENDIX A-3.

INSTITUTIONAL CASE STUDY INTERVIEW QUESTIONS

Date:_____

Interviewee (Name/Title): _____

_____

Interviewed by: _____

Sections Used:

I. Interviewee Background _____

II. Key Contextual Changes _____

III. The Improvement Effort _____

IV. Academic Tradition and Culture _____

V. Strategy for Educational Change _____

VI. Academic Management Practices _____

VII. Academic Leadership _____

VIII. Other Topics Discussed _____

Documents Obtained in This Interview:

_____

_____

_____

_____

I. Interviewee Background

A. How long have you been...

In your current position?_____

At this institution?_____

B. What is your...

Highest degree?_____

Field?_____

C. Interesting background information on interviewee:

D. Briefly describe your role (office, committee, etc.) as it relates to undergraduate education (if appropriate).

II. Key Contextual Changes

A. What recent, major internal and external changes that affect undergraduate teaching and learning have occurred at the institution?

B. What were the circumstances surrounding these changes?

C. Who were the key participants in these changes?

D. Did these changes lead to new academic goals or purposes?

E. What have been the unintended results or consequences of these changes?

III. The Improvement Effort

A. What is the focus of the effort to improve undergraduate education?

B. What factor(s) or event(s) precipitated the change?

C. Who are the key participants in the change?

D. Why is this improvement effort being implemented?

IV. Academic Tradition and Culture

A. What are the primary dimensions of the institution's academic culture? Is it widely shared and understood? Has it changed in recent years? Why?

B. Do faculty and administrators agree on and accept the academic culture? Do they think it needs to be changed?

C. How does the academic culture support, constrain, or deter current attempts to improve undergraduate education?

D. Is there an attempt to change (or a need to change) the academic culture in light of the academic purposes and improvement goals?

E. Who are the key individuals or groups who maintain or are attempting to change the institution's academic culture?

V. Strategy for Educational Change

A. Given the purpose of this improvement effort, what strategy has been developed? What are its principal features?

B. What is the strategy designed to accomplish? Does it have specific goals?

C. Who is responsible for implementing the strategy? What individuals or groups are involved? How are they coordinated?

D. What is the general approach being used to carry out the strategy? Why?

E. What policies, procedures, or practices are being employed? Are they new or continuing?

F. What special resources are allocated to this effort?

G. Who are the supporters and detractors of the improvement effort?

VI. Academic Management Practices

A. What are the primary academic management functions emphasized at this institution?

B. Are they consistent with the academic purposes, the educational improvement strategy, and the major teaching and learning objectives of the institution?

C. Have recent changes occurred in the academic management functions? If so, what are they?

D. Who provides supervisory leadership for the primary academic management functions? Do the leaders coordinate with each other?

E. What are the intended goals and purposes of the primary existing academic management functions? Are they coordinated?

F. What are the costs of the existing academic management functions?

G. Are there major gaps, overlaps, or deficiencies in the pattern of academic management functions supported?

VII. Academic Leadership

A. Who provides academic leadership for improving undergraduate education at the institution? Is it focused or broadly participative?

B. What academic purposes and undergraduate improvement goals do they stress? Are these purposes and goals consistent with each other?

C. Are the key academic leaders in agreement? Are their efforts coordinated?

D. Do the academic leaders attempt to integrate concerns for culture, improvement strategy, and academic management functions?

E. What styles of academic leadership are exhibited by the key leaders? Transformational? Strategic? Managerial? Interpersonal?

VIII. Other Topics Discussed

APPENDIX A-4.

INSTITUTIONAL CASE STUDY OUTLINE

Use the following outline as a guide when preparing and writing the case study document in the self-assessment process:

I. Institutional context (Description)

A. Type of institution, emphasis on undergraduate education, and key feature(s) or tradition(s)

B. Mission of the institution, especially for undergraduate education

C. Undergraduate academic structure and program
   1. School or college structure
   2. Undergraduate degrees and program mix
   3. General/liberal education emphasis
   4. Other important features of the undergraduate academic program

D. Undergraduate student body and student life
   1. Student characteristics: enrollment size, ability, service area, male/female mix, ethnic diversity, other key features
   2. Character of students' non-academic life
   3. Retention and graduation rates and post-college experience

E. Faculty patterns relation to undergraduate education
   1. Size: full-time and part-time (head count or full-time equivalent)
   2. Key characteristics (especially if relevant to story)
   3. Academic organization of faculty
   4. Characteristics of faculty as a whole

F. Academic governance
   1. Role of governing board
   2. Executive officer structure—emphasis on the academic administrative structure
   3. Academic governance/decision-making structure and process
   4. Key patterns of faculty responsibility, participation, and influence

II. Key contextual changes

A. Changes affecting the academic program that are not part of the improvement effort but are important conditioning forces (internal or external)

III. The improvement effort (Brief overview)

A. Precipitating factors, forces, or events
1. Source (internal or external)
2. Key players

B. Nature of improvement effort
1. Content or target for improvement
2. Process: planned or unplanned

IV. Tradition and culture

A. Traditional patterns (accepted ways of doing business); e.g., constituents, nature of educational offerings/process, student and faculty life, academic governance

B. Culture (deeply embedded shared values, beliefs, or meanings ascribed to character of the institution)

C. Nature of conflicts with changing institutional conditions or the improvement effort

V. Strategy for educational improvement

A. Development of strategy
1. Initiating source, reason, event
2. Process description: e.g., internal or external (evolutionary; responsive; adaptive; pro-active)

B. Nature of strategy
1. Plan
2. Process
3. Position

C. Content (describe)
1. Intended purposes
2. Elements of organization involved

VI. Academic management practices

A. Characterization of the practices
1. Overview of what is emphasized
2. Consistency with strategy

B. Brief summary of major or special emphases in four broad areas (combining 15 functional categories)

1. Institutionally oriented or administrative improvement efforts
   a. Academic planning
   b. Academic administrative efforts
   c. Academic governance
   d. Institution-wide efforts to emphasize undergraduate education
   e. Academic information and analytic efforts
   f. Academic resource allocation
2. Curriculum and teaching improvement efforts
   a. Academic, curriculum, and program policy
   b. Educational technology and computing
   c. Instructional and teaching improvement
3. Faculty-oriented improvement efforts
   a. Faculty recruitment, selection, and promotion
   b. Faculty professional development
   c. Assessing and rewarding teaching effectiveness
4. Student-focused efforts
   a. Admissions or enrollment management
   b. Student academic support services
   c. Student assessment

VII. Academic leadership

A. Overview (general characterization)
   1. Traditional patterns and changes
   2. Extent of influence

B. Broad institutional academic leadership for direction
   1. Substance or process
   2. Content of substance
   3. Provider (individual, group, etc.)

C. Leadership in developing strategy
   1. Substance or process
   2. Content of substance
   3. Provider (individual, group, etc.)

D. Leadership in implementing strategy or ongoing academic management
   1. Substance or process
   2. Content of substance
   3. Provider (individual, group, etc.)

VIII. Conclusion

A. Type of improvement institution being attempted

B. Nature of institution, its mission and purpose, its contextual changes, and the traditions and culture that shape improvement efforts

C. Nature of improvement: appropriateness to educational needs, or problems it causes

D. Nature of strategy: as a reflection or shaper of institution; as a reflection of culture

E. Academic management practices: consistency with institutional mission and purpose and the improvement strategy; level of coordination and effectiveness

F. Academic leadership: source, breadth of participation, and coordination; ability to integrate mission and purpose, culture, strategy, and academic management practices

G. Summary of problems, constraints and conflicts, recommendations, as appropriate

APPENDIX B:

Academic Management Practices Inventory

B-1. Development of the AMPI and Scoring the AMPI Indices

B-2. Description of Academic Management Functions (Indices)

B-3. Reliabilities of the AMPI Indices

B-4. New and Existing Practices Compared for Comprehensive University 1

B-5. Effectiveness of Practices--All Institutions

APPENDIX B-1.

DEVELOPMENT OF THE AMPI AND SCORING THE AMPI INDICES

This survey instrument was developed in two phases. The initial phase was a pilot study involving two activities. First, a formal review of the literature written between 1978 and 1988 and of the content of program sessions of major higher education association annual meetings for 1986 and 1987 was conducted to identify reports of institutional problems and academic management practices affecting the improvement of teaching and learning. Second, an open-ended survey was sent to 300 scholar-administrators (executive officers of colleges and universities who had written about or made recent presentations on these issues at professional meetings) asking them to identify specific situations inhibiting the improvement of teaching and learning and the academic management practices they felt were most effective in improving teaching and learning on their campuses. A content analysis of the results of these two activities identified over 30 problems and 200 academic management practices.

The second phase involved developing a fixed-response questionnaire based on the results of Phase One. It addressed three broad areas: thirty items representing *problems* in teaching and learning in which respondents rated their relative importance; 111 items representing *academic management practices* in which respondents rated their existence, "newness," and perceived effectiveness in improving the quality of teaching and learning on campus; and a set of open-ended questions asking about institutional attempts to improve teaching and learning and attempts to assess student performance.

The survey was sent in late 1987 to 2,300 chief academic officers in all U.S. higher educational institutions with undergraduate programs. An overall usable response rate of 46% was achieved. Return rates for public and private and for comprehensive, four-year, and two-year institutions were similar, suggesting no bias by type or control.

Analysis of the data compared responses to the problem and the practice items across institutional types. Data reduction (factor analysis) of the problem identified nine problem indices. Analysis of the problem indices compared differences by institutional type, control, and size.

The 111 academic management practices were grouped in the questionnaire into 16 related content categories. Due to the large number of items, they were divided into two

groups for factor analysis--those that were institution-wide practices or activities and those that were more limited in scope. A factor analysis using varimax rotation of the effectiveness ratings of the institution-wide items did not yield clear factors. However, examination of the correlations of the items confirmed the questionnaire's original content categories. A factor analysis of the remaining items produced clear factors similar to the original questionnaire categories. Based on this analysis, two of the original content categories were merged and a few items were moved into other categories. These indices appear to represent clear functional categories that make conceptual sense and that are reliable indices of institution's academic management policies, procedures and practices used to support teaching and learning on campuses. These academic management practices and functions are defined in Appendix B-2.

The fifteen functional categories or indices of academic management practices, the number of items in each, and the coefficient of reliability for each index are reported in Appendix B-3. The coefficient exceeds .70 for all but two of the indices (two indices with only five items had coefficients of .67 and .69). Indices for each functional category can then be constructed.

Scoring the AMPI

The items in the Academic Management Practices Inventory are all scored "yes" or "no" on their existence on the campus and on their newness (introduced in the past three years). The items that exist on each campus are then noted on an effectiveness scale where 1 is low and 5 is high. A campus score on each item is the mean of all respondents who rated the items. These item scores can be examined, but creating index scores representing the fifteen academic management functions is often more useful.

Existence. Each academic management practice can be objectively determined to exist or not exist. This can often be done by one individual, but it may need collaboration by more than one source. For an academic management practice to "exist," it must be a formally organized activity, policy, or procedure that has been approved; it must be described in some policy or procedure manual; or it is a regular, recurring activity of some administrator or group. It is also useful to examine whether items have been recently adopted.

An academic management function, as already noted, is a cluster of related practices. The degree of development of each function can be expressed as a percentage of the practices that exist in each

functional index. Operationally, existence is determined by using an index scale of 0.0 to 1.0 that represents the percentage of items in each function reported as existing. A score of 1.0 in any functional category means that 100% of all the academic management practices in that category exist(as defined above) at the institution; a score of 0.0 means that none exist.

Newness. In a similar manner, the recency of an academic management function can be determined by using the inventory. Respondents are asked if an academic management practice that exists has been introduced within the past three years. The newness index score from (0.0 to 1.0) represents the percentage of items in each function reported as new. A score of 1.0 in a functional category means all items exist and all are new. A score of 0.0 means there are no new practices.

Effectiveness. In addition to identifying whether or not practices exist and how new they are, the inventory can also be used to ask faculty and academic administrators about the perceived effectiveness of existing academic management practices in improving teaching and learning. Each practice is rated on a 1.0 to 5.0 scale ("not very" to "very effective"). The "effectiveness" index score is the average of effectiveness ratings on each of the items in each index. This index can range from 1.0 to 5.0.

APPENDIX B-2.

DESCRIPTION OF ACADEMIC MANAGEMENT FUNCTIONS (INDICES)

ADMINISTRATIVE FUNCTIONS:

A. **Academic Planning**: four practices related to ongoing academic planning processes; plans for undergraduate education; formal planning structure; and training for planning participants.

B. **Academic Administrative Leadership**: five practices related to locus of academic administrative responsibility for undergraduate, lower division, or general education; and institution-wide initiatives supporting undergraduate education.

C. **Institutional Academic Governance**: six practices related to clear decision-making processes for undergraduate education; campus committees for and academic senate focus on undergraduate education; institutional processes for review of academic programs; and mechanisms for coordination among academic units.

D. **Institutional Emphasis on Undergraduate Education**: seven institution-wide practices related to commitment to undergraduate education; student involvement in learning; and participation in consortia or inter-institutional compacts emphasizing undergraduate education.

E. **Academic Management Information and Analytic Support Systems**: nine practices related to offices of educational evaluation or research; computer-accessible, integrated data bases; and studies of faculty, student, and curricula-related teaching/learning issues.

F. **Academic Resource Allocation**: nine practices related to academic planning and review in the budgeting process and establishment of institutional academic priorities; faculty involvement in academic budgeting; and linking of the academic unit's budget allocation to academic plans and educational performance.

FACULTY-ORIENTED FUNCTIONS:

A. **Faculty Development**: eight practices related to faculty development policies, including long-term

plans for faculty staffing and funding for faculty development.

B. **Faculty Recruitment, Selection, and Promotion**: four practices related to the importance of teaching in recruitment, selection and promotion; and student input in the promotion process.

C. **Assessing and Rewarding Teaching Effectiveness**: five practices related to the emphasis on teaching and learning in faculty evaluation and reward; and formal evaluation and recognition of teaching effectiveness.

D. **Instructional and Teaching Improvement**: six practices related to mentoring; workshops on teaching/learning issues; incentives for developing new courses; and the availability of non-fiscal resources for encouraging instructional and teaching improvement.

EDUCATIONAL PROCESS-ORIENTED FUNCTIONS:

A. **Academic, Curriculum, and Program Policy**: twelve practices related to program development and review; general education requirements; and class size and attendance policies.

B. **Educational Technology and Computers**: eight practices related to student and faculty access to computers; computer literacy requirement; coordination of educational computing; and educational media centers.

STUDENT-ORIENTED FUNCTIONS:

A. **Student Academic Support Services**: twelve practices related to locus of administrative responsibility for all student academic support services; orientation and advising programs; academic advising; and special programs for minorities.

B. **Student Assessment**: ten practices related to formal institutional commitment to student academic performance assessment; locus of responsibility for testing and evaluation; procedures for entry-level, general education, and major field testing for placement, progress, or graduation.

C. **Admissions and Enrollment Management**: six practices related to formal marketing and recruitment strategy; clearly delineated admission standards and requirements; formal articulation agreements; and an enrollment management structure.

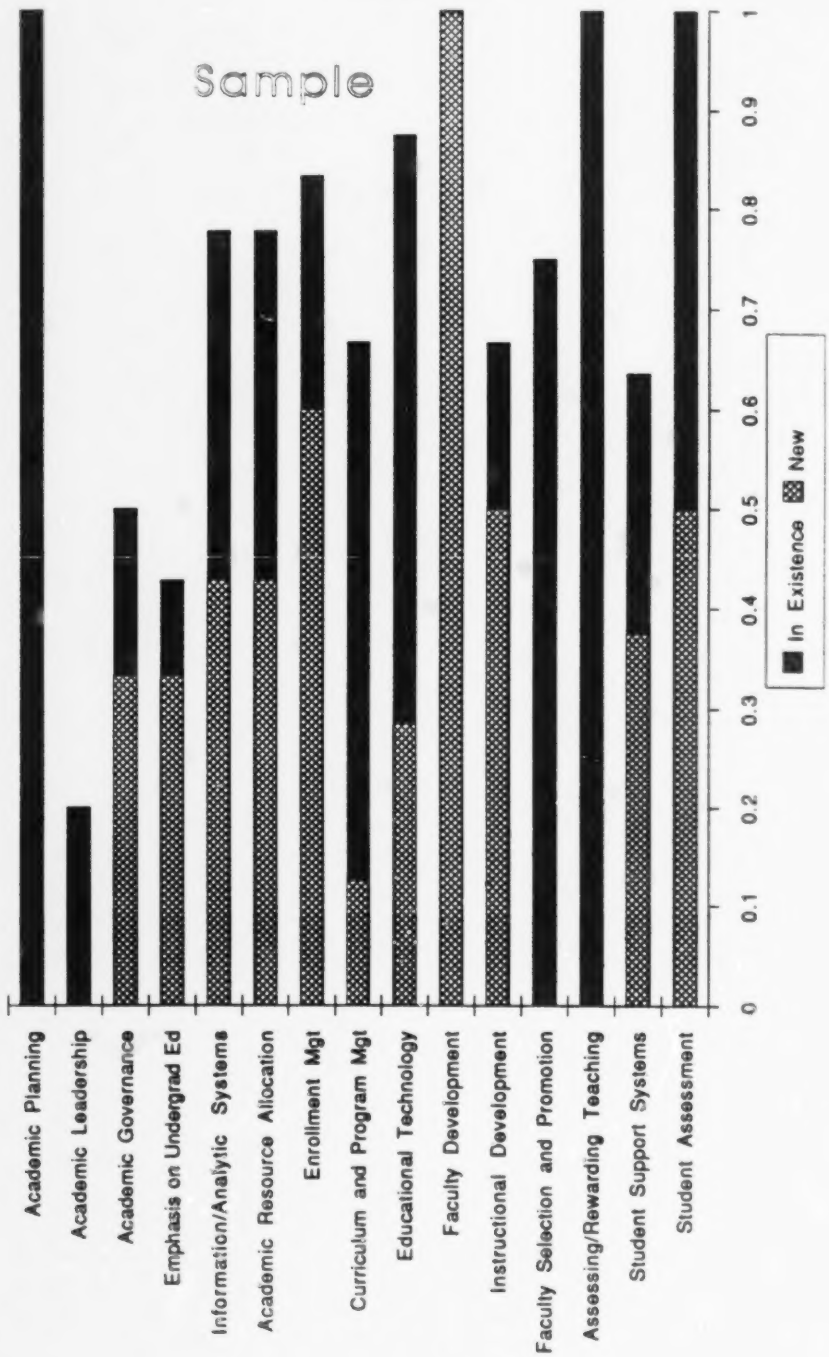
APPENDIX B-3.

Reliabilities of the AMPI Indices

Indices by Function	Questionnaire Items	ALPHA Coeff
I. ADMINISTRATIVE FUNCTIONS		
A. Planning	Academic (A.1-4)	.72
B. Administrative Leadership	Academic (B.5-9)	.69
C. Academic Governance	Institutional (C.10-15)	.70
D. Emphasis on Undergraduate Education	Institutional (D.16-22)	.70
E. Management Information and Analytical Support Systems	Academic (E.23-31)	.81
F. Allocation	Academic Resource (F.32-40)	.79
II. FACULTY-ORIENTED FUNCTIONS		
A. Development	Faculty (J.67-74)	.87
B. Recruitment, Selection, and Promotion	Faculty (L.81-84)	.71
C. Rewarding Teaching Effectiveness	Assessing and (M.85-89)	.67
D. Teaching Improvement	Instructional and (K.75-80)	.85
III. EDUCATIONAL PROCESS-ORIENTED FUNCTIONS		
A. Curriculum, and Program Policy	Academic, (H.47-58)	.85
B. Technology and Computers	Educational (I.59-66)	.83
IV. STUDENT-ORIENTED FUNCTIONS		
A. Support Services	Student Academic (N.90-101)	.78
B. Assessment	Student (O.102-111)	.89
C. Enrollment Management	Admissions and (G.41-46)	.78

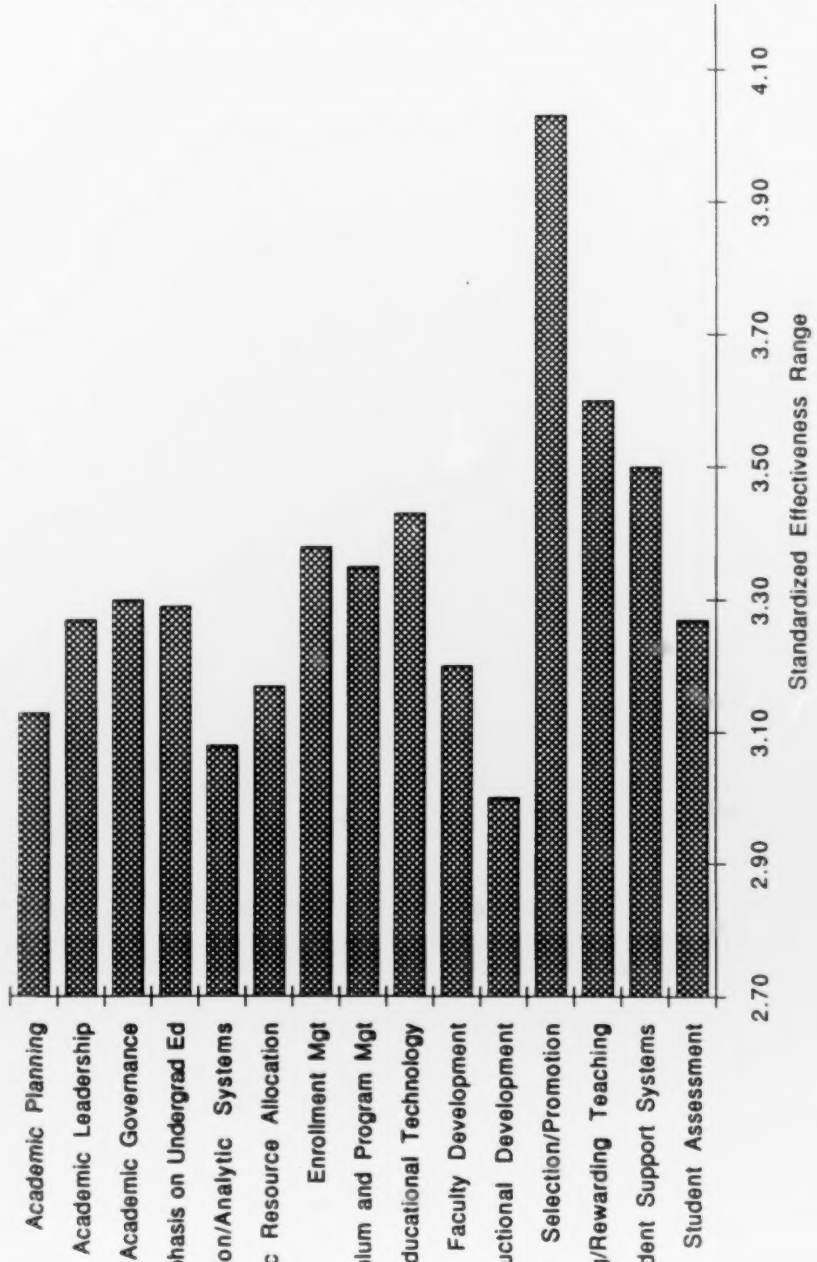
APPENDIX B-4.

NEW AND EXISTING PRACTICES COMPARED FOR COMPREHENSIVE UNIVERSITY 1



APPENDIX B-5.

EFFECTIVENESS OF PRACTICES — ALL INSTITUTIONS



APPENDIX C:

Organizational Climate Survey

C-1. Development of the Instrument and Scoring the Indices

C-2. Description of the Indices

C-3. Reliabilities of the Indices

C-4. Graphs of the Indices by Institutional Type

C-5. Comparison of Academic Management Climate and AMPI Index Titles

APPENDIX C-1.

DEVELOPMENT OF THE INSTRUMENT AND SCORING THE INDICES

The Academic Management Practices Instrument (AMPI) was designed to determine what practices were being used that might affect teaching and learning (see Appendix B-1). Based on responses to that survey, ten institutions, whose chief academic officers indicated their institutions had a diverse array of academic management practices in place and who were attempting to improve undergraduate education on their campuses, were invited to participate in a follow-up site visit and survey. Each of these institutions became the focus of an intensive case study and a concurrent survey of their organizational climate for teaching and learning.

Based both on the indices derived in a factor analysis of the AMPI data, which identified clusters of institutional practices and functions that affect teaching and learning, and an extensive survey of the organizational climate literature, an instrument was designed to measure the organizational and administrative climate for teaching and learning. This instrument, the Organizational Climate for Teaching and Learning Survey, was pretested among departments at a major comprehensive university. The climate survey was then distributed to all faculty and academic administrators at the ten institutions involved in the case studies, in conjunction with the site visits. In total, 1,522 individuals responded to the survey for an overall response rate of 50%.

A factor analysis of the Organizational Climate Survey data identified 31 indices and fourteen unique items that were conceptually related to three broad domains of academic purpose and culture, organizational and administrative climate, and faculty motivation. The indices and separate items resulting from this factor analysis have good content validity (see definitions in Appendix C-2), high reliability scores (Appendix C-3), and produce results that provide useful distinctions among institutions and across institutional types (Appendix C-4). For descriptive purposes, factor scores consisting of the mean score of all items in an index may be used for their ease of interpretation. For statistical purposes, each factor should be standardized as a z-score, and its distribution should be normalized across the responses. These standardized indices may be used in further analyzing institutional influences on teaching and learning.

It should be noted that the fourteen single-item variables (not indices), which include five measures of "Educational Purpose," five of "Governance Style," and four

of "Educational Change Orientation," are all in the Academic Purpose and Culture domain.

Scoring the Climate Indices

The items in the Organizational Climate Survey are scored differently in different sections. In the Academic Purpose and Organizational Culture (Section I), each question asked respondents to divide 100 points among response items. An institutional raw mean is developed for each item, calculating the mean of all respondents. In the sections dealing with Organizational Climate and Faculty Motivation and Effort (Sections II through VIII), questions sought respondent's perceptions of the institutional emphasis placed on an item on a 1 to 5 scale (1 = low to 5 = high). An institutional raw mean is developed for each item by calculating the mean of all respondents.

Academic Purpose and Organizational Culture Indices. (See Appendix C-3 for list of items by index.) This conceptual domain includes four indices of "Organizational Culture." Since respondents distributed 100 points on the items in these indices, an index score is the average of the respondents' means for each item is the index. Each index has a potential range of 0 to 100, that respondents believe the cultural pattern does not exist or is all that exists.

The domain also includes "Educational Purpose" (5 items), "Academic Governance" (5 items), and "Educational Change Orientation" (4 items), which were single-item variables. Each variable has a potential range of 0 to 100, indicating that respondents think this item does not exist or is all that exists in each of these three areas.

Organizational and Administrative Climate Indices. (See Appendix C-3 for list of items by index.) This conceptual domain includes twenty indices grouped under five climate categories: "Academic Management Climate" (13 indices); "Academic Innovation" (1 index); "Academic Workplace" (2 indices); "Administrative Support" (2 indices); and "Resource Availability" (2 indices). Since all these items are scored 1 (low) to 5 (high) based on respondents' perceptions of institutional emphasis on the item, each index score is the mean of the respondents' means for each item in the index.

Faculty Motivational Climate Indices. (See Appendix C-2 for list of items by index.) This conceptual domain includes seven indices grouped under three categories: "Satisfaction with Undergraduate

Teaching" (2 indices); "Commitment to Undergraduate Teaching" (2 indices); and "Involvement in Undergraduate Improvement Efforts" (3 indices). As in the Organizational Climate domain, all items are scored 1 (low) to 5 (high) based on respondents' perceptions of institutional emphasis on the item, and each index score is the mean of the respondents' means for each item in the index.

APPENDIX C-2.

DESCRIPTIONS OF THE INDICES

Academic Purpose and Organizational Culture

Organizational Culture (Four indices):

1. **Culture/Teamwork**: four items related to loyalty and commitment, mentoring, human resource development, and participation in decision-making processes.

2. **Culture/Innovation**: four items related to risk-taking, entrepreneurship, cutting-edge outputs, and individual initiative.

3. **Culture/Rational**: four items related to stability, coordination, efficiency, and predictability.

4. **Culture/Market**: four items related to hard driving, productivity-focused competitiveness and achievement-oriented leadership.

Educational Purpose of My Institution (Five single-item variables):

5. **General Improvement of Society**. To make the world a better place for all of us.

6. **Contribute Productively to Society**. To provide students with knowledge and skills that enable them to earn a living and contribute productively to society.

7. **General/Liberal Education**. To emphasize the great learnings and discoveries of the human mind.

8. **Individual Values Clarification**. To help students clarify their beliefs and values, and thus achieve commitment and dedication to guide their lives.

9. **Enhance Individual Thinking Skills**. To enable students to reason critically and to communicate their thoughts.

Academic Governance Style of My Institution (Five single-item variables):

10. **Collegial**. There are widespread opportunities to participate meaningfully in academic decision making.

22. **Resource Allocation**: five variables indicating the presence or absence of a rational process for resource allocation, equitable allocations, and resources available for undergraduate education.

23. **Communication/Information**: six variables related to the use of performance data in program design and evaluation, dissemination of information and cross-disciplinary discussions on teaching and learning issues, and use of student data in teaching.

24. **Student Recruitment and Enrollment Management**: four variables related to the coordination of marketing and recruitment, student retention, and orientation and advising.

25. **Academic, Curricular, and Program Management**: five variables indicating the institutional emphasis on processes for program development and review, and general education and comprehensive examination requirements.

26. **Educational Technology**: three variables related to the use of educational technology and computing, and incentives for the use of educational technology.

27. **Faculty and Instructional Development**: three variables related to faculty and teaching improvement, and planning for staffing.

28. **Faculty Selection, Evaluation, and Reward**: five variables related to the evaluation of teaching performance and the importance of teaching performance on selection, promotion, salary decisions, and recognition.

29. **Student Academic Support Services**: four variables indicating the degree of institutional emphasis on programs involving minority students, enrichment programs, "at risk" students, and career counseling.

30. **Student Entry Assessment**: two variables indicating the assessment of entry-level basic or college skills.

31. **Student Outcomes Assessment**: four variables indicating institutional emphasis on assessing expectations, goals, and attitudes; learning outcomes or other value-added measures; progress, retention, and graduation rates; and post-graduation performance.

Faculty Motivational Climate

Faculty Motivational Climate (Seven indices):

39. **Peer Satisfaction with Teaching**: three variables rating peer satisfaction with work, the institution, and their teaching performance.

40. **Personal Satisfaction with Teaching**: three variables rating personal satisfaction with work, the institution, and their teaching performance.

41. **Peer Commitment and Motivation**: four variables related to peer commitment to teaching, commitment to disciplines/professional fields, motivation to improve as teachers, and motivation to improve undergraduate education.

42. **Personal Commitment and Motivation**: four variables related to personal commitment to teaching, commitment to discipline/professional field, motivation to improve as a teacher, and motivation to improve undergraduate education.

43. **Faculty Involvement in Educational Policy**: six variables indicating the involvement of faculty in faculty selection, promotion, and tenure; undergraduate policy; curriculum development; academic planning; and new program development.

44. **Faculty Involvement in Student Academic Policy**: four variables indicating the involvement of faculty in student recruitment policies, decisions on support service policies and assessment policies, and resource allocation.

45. **Faculty Involvement in Faculty Development**: four variables indicating the involvement of faculty in teaching and learning workshops, instructional and faculty development, and the use of educational technology.

APPENDIX C-3.

RELIABILITIES OF THE INDICES

Indices	Questionnaire Items	ALPHA Coeff
I. ACADEMIC PURPOSE AND ORGANIZATIONAL CULTURE		
A. Nature of the Organizational Culture		
1. Teamwork	(I.1a,2a,3a,4a)	.67
2. Innovation	(I.1b,2b,3b,4b)	.72
3. Rational	(I.1c,2c,3c,4c)	.75
4. Market	(I.1d,2d,3d,4d)	.72
B. Academic Purpose		
1. General Improvement of Society	(I.5a)	*
2. Contribute Productively to Society	(I.5b)	*
3. General/Liberal Education	(I.5c)	*
4. Individual Values Clarification	(I.5d)	*
5. Enhance Individual Thinking Skills	(I.5e)	*
C. Academic Governance Style		
1. Collegial	(I.6a)	*
2. Formal/Rational	(I.6b)	*
3. Autonomous (Loosely Coordinated)	(I.6c)	*
4. Anarchic	(I.6d)	*
5. Political	(I.6e)	*
D. Educational Change Orientation (My institution...)		
1. Leads	(I.7a)	*
2. Adapts	(I.7b)	*
3. Responds	(I.7c)	*
4. Resists	(I.7d)	*
II. ORGANIZATIONAL AND ADMINISTRATIVE CLIMATE		
E. Academic Management Climate		
1. Educational Mission and Goals	(IV.A.1-8)	.79
2. Academic Planning	(IV.B.9-13)	.79
3. Governance	(IV.C.14-18)	.83
4. Resource Allocation	(IV.D.19-23)	.83
5. Communication/Information	(IV.E.24-29)	.79

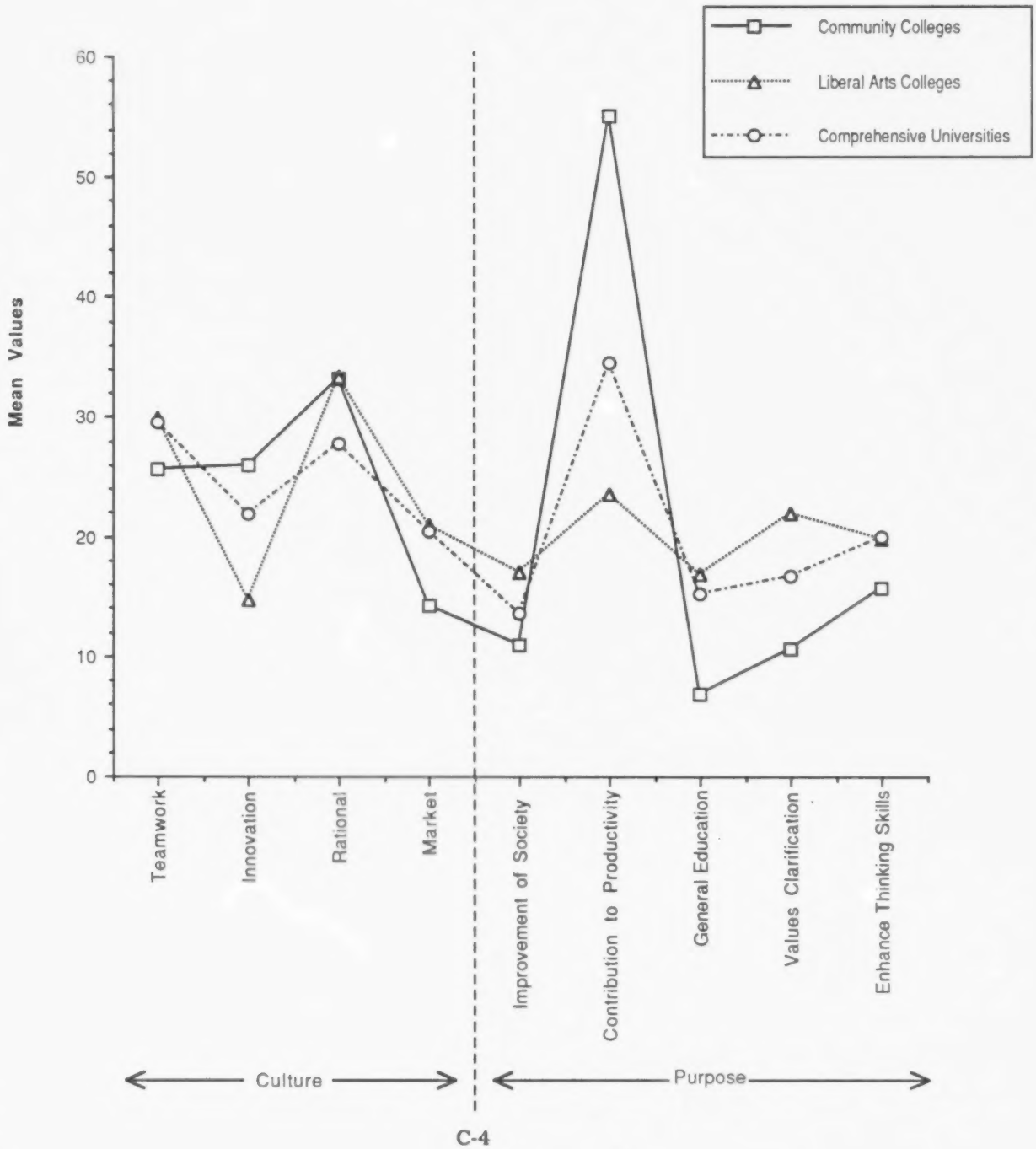
* Single variables.

APPENDIX C-4.

GRAPHS OF THE INDICES BY INSTITUTIONAL TYPE

4A. Indices of Academic Purpose and Nature of Organizational Culture by Institutional Type

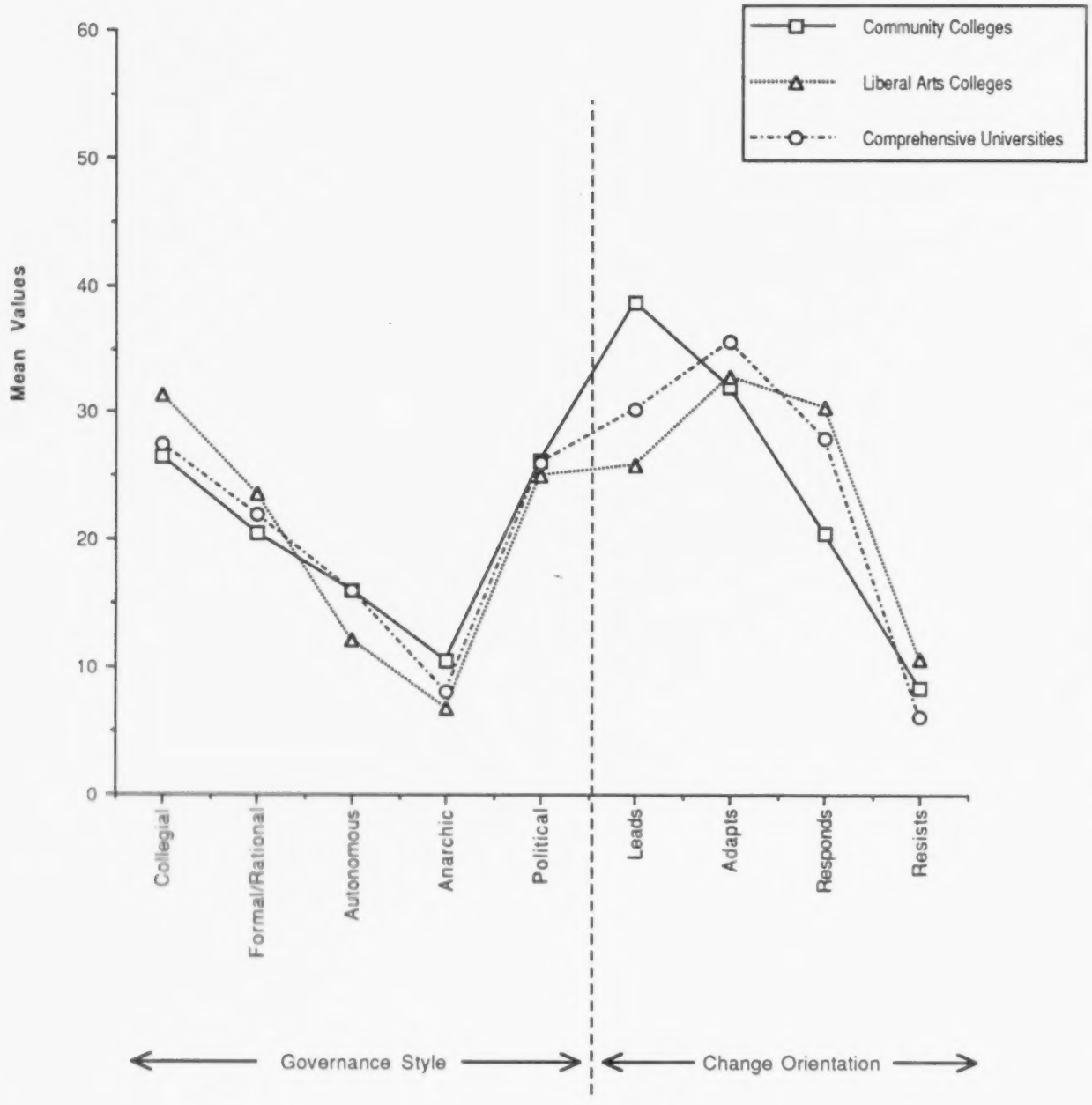
(Page 1 of 5)



C-4

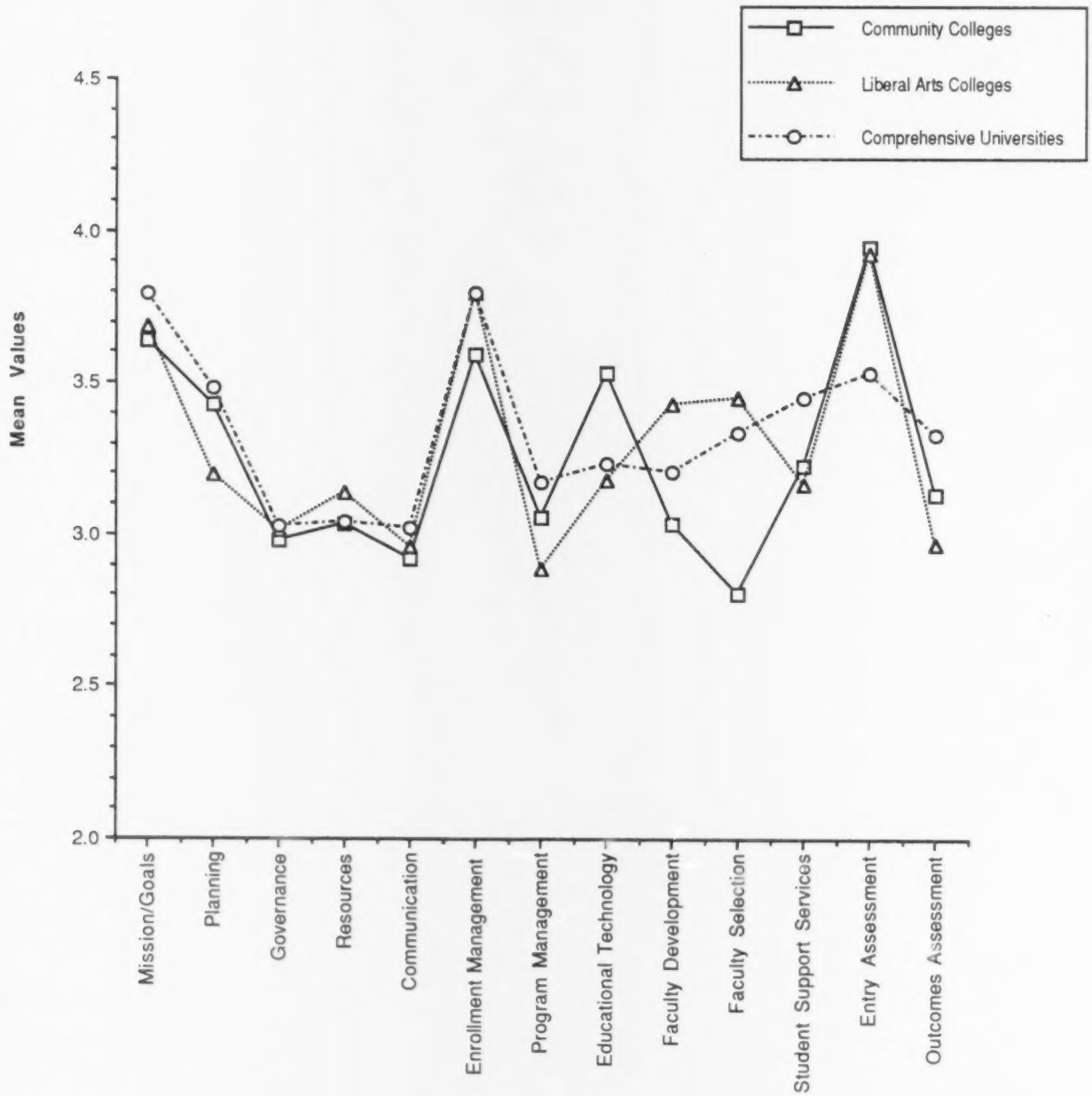
4B. Indices of Culture as Academic Governance Style and Change Orientation by Institutional Type

(Page 2 of 5)



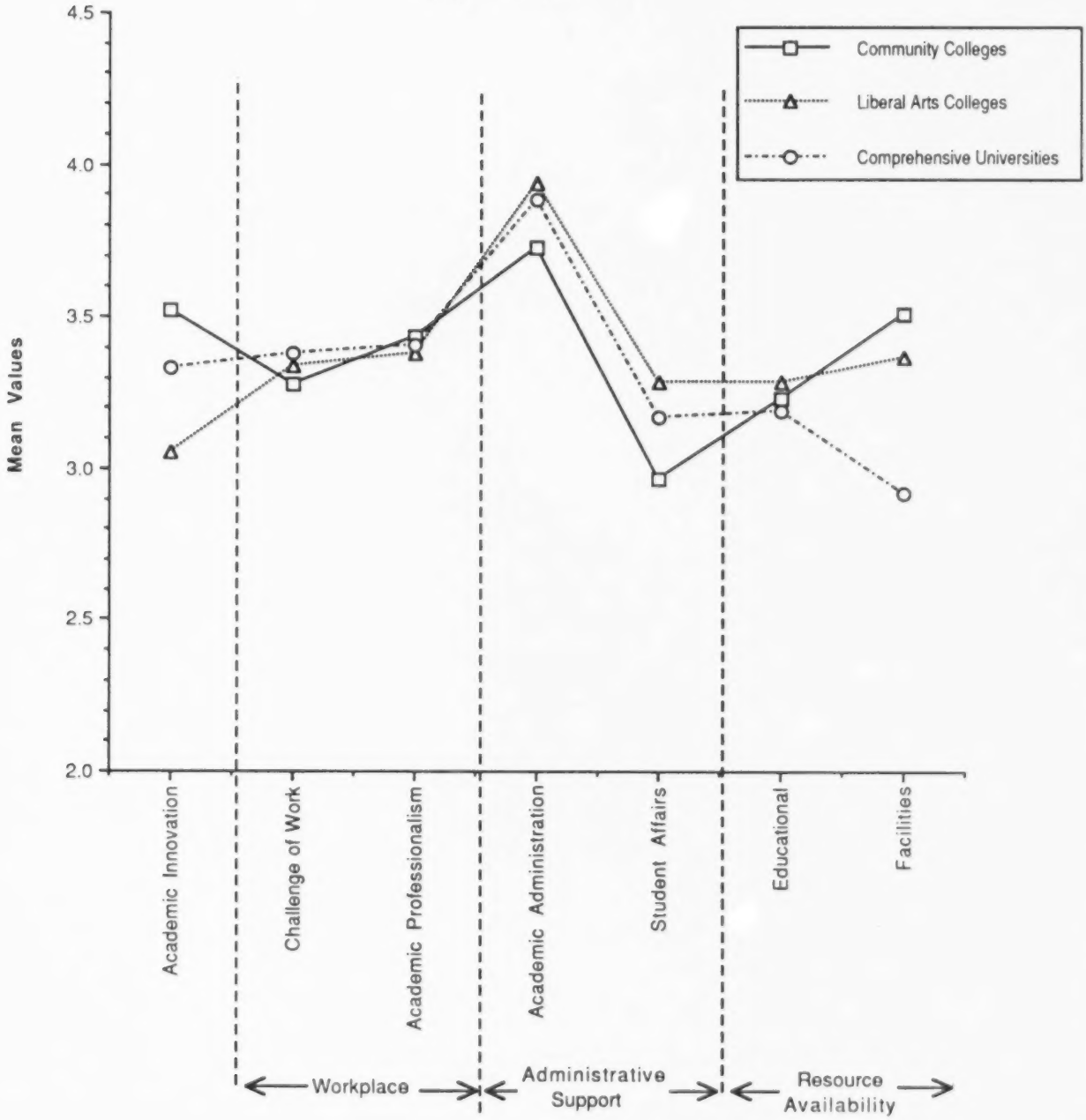
4C. Indices of Academic Management Climate by Institutional Type

(Page 3 of 5)



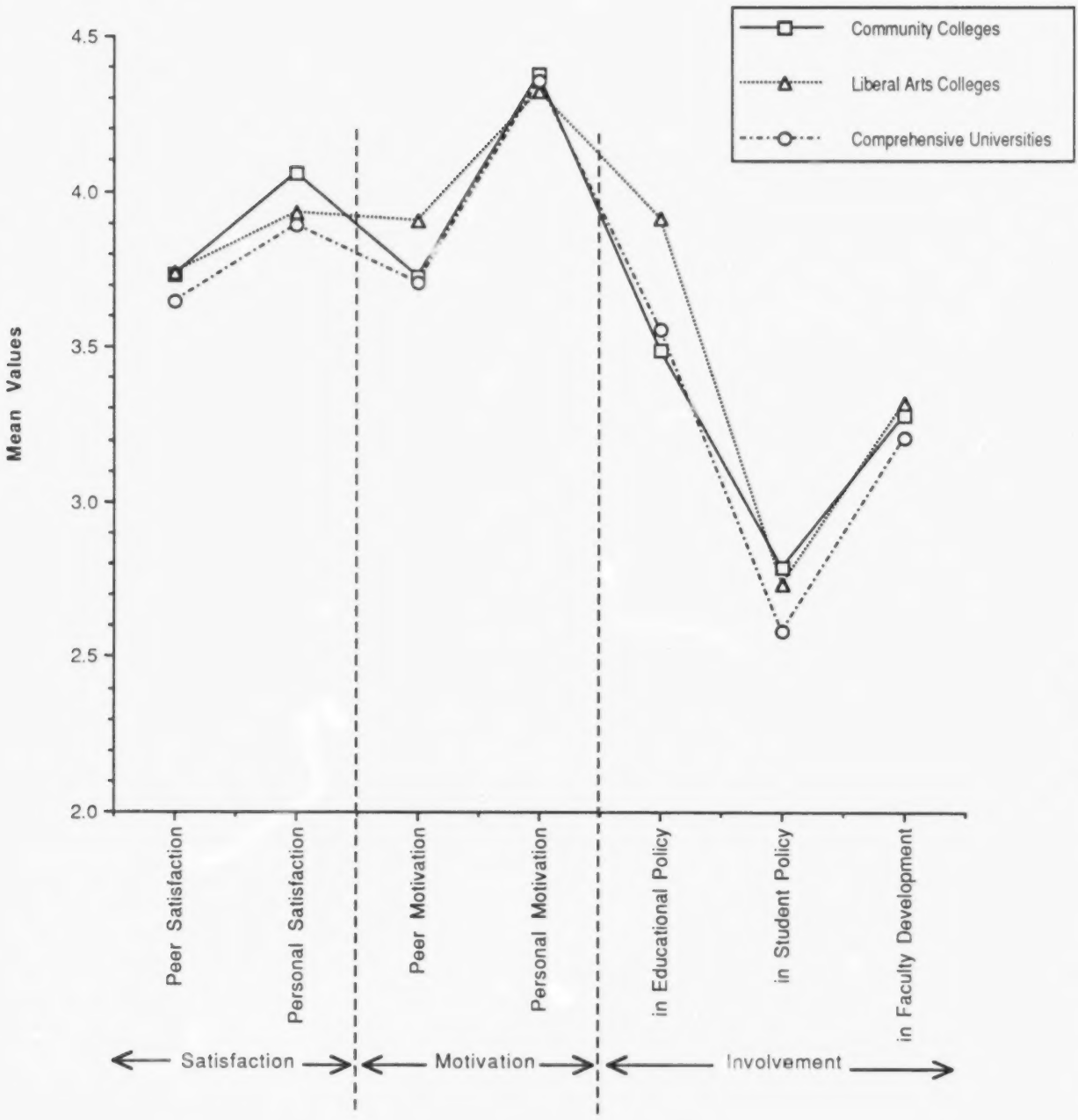
4D. Indices of Academic Innovation, Workplace, Administrative Support, and Resource Availability by Institutional Type

(Page 4 of 5)



4E. Indices of Motivational Climate by Institutional Type

(Page 5 of 5)



APPENDIX C-5.

COMPARISON OF THE ORGANIZATIONAL CLIMATE SURVEY ACADEMIC MANAGEMENT CLIMATE AND AMPI INDEX TITLES

Academic Management Climate	AMPI
1. Educational Mission and Goals	D. Institutional Emphasis on Undergraduate Education
2. Academic Planning	A. Academic Planning
3. Governance	B. Academic Administrative Leadership C. Institutional Academic Governance
4. Resource Allocation	F. Academic Resource Allocation
5. Communication/Information	E. Academic Management Information and Analytic Support Systems
6. Student Recruitment and Enrollment Management	G. Admissions and Enrollment Management
7. Academic, Curricular, and Program Management	H. Academic, Curriculum, and Program Policy
8. Educational Technology	I. Educational Technology and Computers
9. Faculty and Instructional Development	J. Faculty Development K. Instructional and Teaching Improvement
10. Faculty Selection, Evaluation, and Reward	L. Faculty Recruitment, Selection, and Promotion M. Faculty Evaluation and Assessment N. Faculty Rewards and Incentives
11. Student Academic Support Services	O. Student Academic Support Services
12. Student Entry Assessment	P. Student Assessment
13. Student Outcomes Assessment	

APPENDIX D:

ACADEMIC MANAGEMENT PRACTICES INSTRUMENT

Academic Management Practices Inventory

For the Research Program on the Organizational Context for Teaching and Learning

NCRIPTAL, Suite 2400, School of Education Building, The University of Michigan, Ann Arbor, Michigan 48109-1259

An Introduction to the *AMPI*

The *Academic Management Practices Inventory (AMPI)* is designed as an institutional self-assessment of its organizational climate for undergraduate teaching and learning. This instrument was developed as part of a research program entitled *The Organizational Context for Teaching and Learning* of the National Center for Research to Improve Postsecondary Teaching and Learning (NCRIPTAL).

The *AMPI* focus on the academic management functions and practices that have been implemented in your institution. Academic management practices are the formally organized policies, practices, and procedures that an institution intentionally designs and implements to improve the climate for teaching and learning and to enhance faculty and student performance. Academic management functions are the broad conceptual areas under which the practices might be clustered. The *AMPI* consists of 111 items, or practices, that are grouped into 15 functional areas. The inventory can be used to examine if each of these activities exist, how new it is to the institution, and how effective it is in improving undergraduate education.

The *AMPI* should be used in a two-step process:

1) Objectively identify the "existence" and "newness" of the academic management practices; and

2) Assess the perceived "effectiveness" of each of these practices.

The first step requires objectively identifying the existence and newness of the various practices. This can be determined by a senior academic administrator, an institutional researcher, or a faculty group knowledgeable about such practices. The second step involves surveying faculty and/or academic administrators to obtain their perceptions of effectiveness for each practice that is determined to exist.

Respond to each item in the questionnaire to the best of your knowledge. Please keep in mind that the questions refer to **undergraduate education** at your institution.

Marvin W. Peterson, Project Director
Kim S. Cameron, Research Faculty

The Center is funded by The University of Michigan and the U.S. Department of Education's Office of Educational Research and Improvement under OERI grant number G008690010.

© 1987, The Regents of The University of Michigan

I. Academic Management Climate

Colleges and universities have developed a wide array of formally organized activities, policies, and procedures intended to improve undergraduate teaching and learning. The following practices have been identified both as being important in many educational improvement strategies.

Step 1:

For each item, please *circle* the response in each column which indicates whether the practice:

a. **Exists**; and
b. **Is new** on your campus (introduced in the past three years).

Step 2:

For each practice that exists on your campus, please *circle* the response in each column that indicates whether the practice is **effective** (directly or indirectly) in improving undergraduate teaching and learning.

The following scale should be used in responding to the effectiveness column:

5= **Very** effective
4= **Quite** effective
3= **Effective**
2= **Somewhat** effective
1= **Not very** effective
0= Does not exist

Academic Management Practices	Existence of Practice		If yes, new in past three years?		Effective in improving undergraduate teaching/learning?					
A. Academic Planning										
1. Ongoing institutional planning process with major academic focus.	Yes	No	Yes	No	0	1	2	3	4	5
2. Formal **academic plan** with stated undergraduate mission and goals which emphasize teaching and student learning outcomes.	Yes	No	Yes	No	0	1	2	3	4	5
3. Institutional planning officer, executive officer, or standing committee designated with responsibility for academic planning.	Yes	No	Yes	No	0	1	2	3	4	5
4. Planning workshops for academic administrators and faculty.	Yes	No	Yes	No	0	1	2	3	4	5
B. Administrative Leadership Structure										
5. Academic administrator with **sole responsibility** for **undergraduate, lower division,** or **general education.**	Yes	No	Yes	No	0	1	2	3	4	5

Academic Management Practices	Existence of Practice		If yes, new in past three years?		Effective in improving undergraduate teaching/learning?					
6. Regular presidential or institution-wide initiatives, forums, national speakers, or scholars-in-residence focusing on undergraduate education.	Yes	No	Yes	No	0	1	2	3	4	5
7. Formal administrative policy supporting undergraduate educational improvement.	Yes	No	Yes	No	0	1	2	3	4	5
8. Regular workshops focusing on undergraduate education for academic administrators.	Yes	No	Yes	No	0	1	2	3	4	5
9. Rewards or incentive programs for administrators who improve undergraduate education.	Yes	No	Yes	No	0	1	2	3	4	5
C. Institutional Academic Governance										
10. Board of trustees committee on academic affairs with faculty representation.	Yes	No	Yes	No	0	1	2	3	4	5
11. Academic senate focusing on undergraduate mission and policy issues.	Yes	No	Yes	No	0	1	2	3	4	5
12. Union bargaining on undergraduate academic mission and policy issues.	Yes	No	Yes	No	0	1	2	3	4	5
13. Campus committee with faculty representation dealing primarily with undergraduate, general education, or core curriculum issues.	Yes	No	Yes	No	0	1	2	3	4	5
14. Clearly stated institutional process, criteria, and responsibility for development and approval of new academic programs or units.	Yes	No	Yes	No	0	1	2	3	4	5
15. Clearly stated institutional guidelines and responsibility for discontinuance of academic programs/ units.	Yes	No	Yes	No	0	1	2	3	4	5
D. Institution-wide Emphasis On Undergraduate Education										
16. Institutional charter emphasizes a priority on undergraduate education and teaching.	Yes	No	Yes	No	0	1	2	3	4	5
17. Presidential or campus-wide commission, task force, or report on undergraduate education or quality.	Yes	No	Yes	No	0	1	2	3	4	5
18. Institutional "image building" or marketing program emphasizing undergraduate education.	Yes	No	Yes	No	0	1	2	3	4	5
19. Active student government addressing problems of undergraduate education or quality.	Yes	No	Yes	No	0	1	2	3	4	5

Academic Management Practices	Existence of Practice		If yes, new in past three years?		Effective in improving undergraduate teaching/learning?					
20. Participation in interinstitutional compacts or consortia emphasizing undergraduate education (cross registration, combined degrees, special student or faculty programs, etc.).	Yes	No	Yes	No	0	1	2	3	4	5
21. External grants (FIPSE, Title III, foundations, etc.) or fundraising efforts focusing on improving undergraduate education.	Yes	No	Yes	No	0	1	2	3	4	5
22. A strong undergraduate library (collection, open stacks, ample study space).	Yes	No	Yes	No	0	1	2	3	4	5
E. Academic Information and Analytical Support Systems										
23. An office of educational evaluation or institutional research with major focus on educational issues.	Yes	No	Yes	No	0	1	2	3	4	5
24. Computer accessible, integrated databases including **most** of the following: faculty characteristics, load, and performance; applicant, student, graduate, and alumni characteristics and performance; course registration and enrollment data; instructional cost data.	Yes	No	Yes	No	0	1	2	3	4	5
25. Advanced pre-registration system.	Yes	No	Yes	No	0	1	2	3	4	5
26. Regular management reports or profiles on faculty loads, productivity, and performance.	Yes	No	Yes	No	0	1	2	3	4	5
27. Institutional forecasting studies on **most** of the following: applications and enrollments, student characteristics, faculty staffing patterns, educational revenues and costs.	Yes	No	Yes	No	0	1	2	3	4	5
28. Externally-oriented planning studies such as changing student demographics, economic and social trends, employment needs, and market demand in your service region.	Yes	No	Yes	No	0	1	2	3	4	5
29. Reports comparing your institution to a set of peer institutions on educational issues.	Yes	No	Yes	No	0	1	2	3	4	5
30. Regular reports or profiles of academic units on items such as: enrollments, faculty loads, costs, and other performance indicators.	Yes	No	Yes	No	0	1	2	3	4	5
31. Student advising or tracking system linking data for individual students from application through graduation.	Yes	No	Yes	No	0	1	2	3	4	5

Academic Management Practices	Existence of Practice		If yes, new in past three years?		Effective in improving undergraduate teaching/learning?					
F. Academic Resource Allocation										
32. Academic planning or budgeting process that establishes and regularly reviews institutional academic priorities.	Yes	No	Yes	No	0	1	2	3	4	5
33. Faculty dominated committee that provides institution-wide advice on academic budget priorities.	Yes	No	Yes	No	0	1	2	3	4	5
34. Academic administrator serves as chief budget officer for allocating operating budget.	Yes	No	Yes	No	0	1	2	3	4	5
35. Academic unit's budget allocation linked to unit academic plan and educational performance criteria.	Yes	No	Yes	No	0	1	2	3	4	5
36. Budget reallocation process linked to clearly stated enrollment and work load formulas or to high demand areas.	Yes	No	Yes	No	0	1	2	3	4	5
37. Special operating funds allocated for undergraduate initiatives, improvements, or centers of excellence.	Yes	No	Yes	No	0	1	2	3	4	5
38. State, endowment, gift, or grant funds for undergraduate initiatives, improvements, or centers of excellence.	Yes	No	Yes	No	0	1	2	3	4	5
39. Stable or increasing operating fund allocation for academic support units and educational improvement activities (faculty and instructional development, student academic support services, and educational research and evaluation).	Yes	No	Yes	No	0	1	2	3	4	5
40. Regular operating fund allocation for new educational equipment and/or academic facilities renovation.	Yes	No	Yes	No	0	1	2	3	4	5
G. Admissions and Enrollment Management										
41. A formal marketing and recruitment strategy for a clearly defined application region.	Yes	No	Yes	No	0	1	2	3	4	5
42. Clearly stated and regularly reviewed admission standards and pre-college requirements.	Yes	No	Yes	No	0	1	2	3	4	5
43. Formal high school or community college articulation agreements for student transfers.	Yes	No	Yes	No	0	1	2	3	4	5

Academic Management Practices	Existence of Practice		If yes, new in past three years?		Effective in improving undergraduate teaching/learning?					
44. Admissions and recruitment under the chief academic officer or undergraduate administrator.	Yes	No	Yes	No	0	1	2	3	4	5
45. An enrollment management position (or similar title) encompassing marketing, admissions, matriculation, orientation, and freshman programming.	Yes	No	Yes	No	0	1	2	3	4	5
46. Reports on changing student characteristics reviewed regularly to revise recruiting, advising, orientation, retention, and other student academic support programs.	Yes	No	Yes	No	0	1	2	3	4	5
H. Academic, Curriculum, and Program Management										
47. Regular needs assessment identifying new program areas.	Yes	No	Yes	No	0	1	2	3	4	5
48. Periodic structured institutional review process for existing undergraduate units.	Yes	No	Yes	No	0	1	2	3	4	5
49. State or system-mandated review process for **existing** academic units or programs.	Yes	No	Yes	No	0	1	2	3	4	5
50. State or system-mandated review process for **new** academic units or programs.	Yes	No	Yes	No	0	1	2	3	4	5
51. External consultants used regularly for program review and approval.	Yes	No	Yes	No	0	1	2	3	4	5
52. Academic administrative office with responsibility for program development or program review activities.	Yes	No	Yes	No	0	1	2	3	4	5
53. A class attendance policy for freshman or undergraduates.	Yes	No	Yes	No	0	1	2	3	4	5
54. Maximum class size policy for lower division courses.	Yes	No	Yes	No	0	1	2	3	4	5
55. General education requirement based on competency exam or performance.	Yes	No	Yes	No	0	1	2	3	4	5
56. General education requirement based on core of interdisciplinary courses or distribution requirements.	Yes	No	Yes	No	0	1	2	3	4	5
57. Policy to review and evaluate core or general education requirement periodically.	Yes	No	Yes	No	0	1	2	3	4	5

Academic Management Practices	Existence of Practice		If yes, new in past three years?		Effective in improving undergraduate teaching/learning?					
58. An academic policy controlling admission quality and numbers of students for all program majors.	Yes	No	Yes	No	0	1	2	3	4	5
I. Educational Technology										
59. Office or administrator primarily responsible for expanding use of educational technology and computers.	Yes	No	Yes	No	0	1	2	3	4	5
60. Formal plan or goal of increasing use of educational technology and computers for undergraduate education.	Yes	No	Yes	No	0	1	2	3	4	5
61. A student computer literacy requirement.	Yes	No	Yes	No	0	1	2	3	4	5
62. Institutional plans and funds to increase faculty and administrative access to computers.	Yes	No	Yes	No	0	1	2	3	4	5
63. Institutional plans to increase student access to computers.	Yes	No	Yes	No	0	1	2	3	4	5
64. Workshops for enhancing faculty use of computers in their courses and in instructional delivery.	Yes	No	Yes	No	0	1	2	3	4	5
65. Computer demonstration and learning laboratories.	Yes	No	Yes	No	0	1	2	3	4	5
66. Educational media center provides equipment or production assistance (film, TV, etc.).	Yes	No	Yes	No	0	1	2	3	4	5
J. Faculty Development										
67. An institutional long-term plan for faculty staffing requirements.	Yes	No	Yes	No	0	1	2	3	4	5
68. An office of faculty development, instructional improvement, or similar title.	Yes	No	Yes	No	0	1	2	3	4	5
69. Individual faculty development plans regularly reviewed by an academic administrator.	Yes	No	Yes	No	0	1	2	3	4	5
70. Funds for faculty attendance at professional conferences on undergraduate teaching/learning issues.	Yes	No	Yes	No	0	1	2	3	4	5
71. Faculty sabbaticals and paid leaves explicitly for planned teaching/learning improvement activities.	Yes	No	Yes	No	0	1	2	3	4	5
72. Interinstitutional faculty teaching exchange program.	Yes	No	Yes	No	0	1	2	3	4	5

Academic Management Practices	Existence of Practice		If yes, new in past three years?		Effective in improving undergraduate teaching/learning?					
73. Career planning, counseling, and advising for faculty.	Yes	No	Yes	No	0	1	2	3	4	5
74. Faculty development and teaching improvement services available to part-time faculty.	Yes	No	Yes	No	0	1	2	3	4	5
K. Instructional and Teaching Improvement										
75. Mentor, model teacher, peer counseling, or consultation on teaching/learning.	Yes	No	Yes	No	0	1	2	3	4	5
76. Workshops on teaching/learning issues, instructional methods, and disciplinary content.	Yes	No	Yes	No	0	1	2	3	4	5
77. Tangible resource incentives for development of new courses designed to meet student or program needs.	Yes	No	Yes	No	0	1	2	3	4	5
78. Assistance in course development, test design, and evaluation.	Yes	No	Yes	No	0	1	2	3	4	5
79. Resources (funds, release time, etc.) for faculty to develop or experiment with teaching methods or techniques.	Yes	No	Yes	No	0	1	2	3	4	5
80. Resources for faculty to develop software for courses and teaching/learning applications.	Yes	No	Yes	No	0	1	2	3	4	5
L. Faculty Recruitment, Selection, and Promotion										
81. Faculty recruitment emphasizes teaching and commitment to students.	Yes	No	Yes	No	0	1	2	3	4	5
82. Evidence of prior teaching experience or competence an important selection criterion.	Yes	No	Yes	No	0	1	2	3	4	5
83. Evidence of quality teaching a formal criterion and highest priority for promotion.	Yes	No	Yes	No	0	1	2	3	4	5
84. Students have formal role in faculty promotion process.	Yes	No	Yes	No	0	1	2	3	4	5
M. Assessing and Rewarding Teaching Effectiveness										
85. All faculty receive annual formal evaluation of teaching effectiveness by administrator or faculty group.	Yes	No	Yes	No	0	1	2	3	4	5

Academic Management Practices	Existence of Practice		If yes, new in past three years?		Effective in improving undergraduate teaching/learning?					
86. Individual course teaching evaluations required for all undergraduate courses.	Yes	No	Yes	No	0	1	2	3	4	5
87. Evidence of teaching performance required for merit and promotion reviews.	Yes	No	Yes	No	0	1	2	3	4	5
88. Merit salary system linked primarily to evidence of teaching effectiveness.	Yes	No	Yes	No	0	1	2	3	4	5
89. Campus-wide recognition events, monetary awards, or significant prizes for outstanding faculty teachers or contributors to undergraduate education.	Yes	No	Yes	No	0	1	2	3	4	5
N. Student Academic Support Services										
90. Academic administrator with primary responsibility for all student academic support services.	Yes	No	Yes	No	0	1	2	3	4	5
91. Intensive freshman advising program, freshman seminar, or orientation to college course required.	Yes	No	Yes	No	0	1	2	3	4	5
92. Centralized undergraduate academic advising or career counseling program.	Yes	No	Yes	No	0	1	2	3	4	5
93. Some dormitories organized around educational themes or faculty-in-residence program.	Yes	No	Yes	No	0	1	2	3	4	5
94. Student academic enrichment programs such as: overseas educational experiences, honors programs, faculty-student partnerships, etc.	Yes	No	Yes	No	0	1	2	3	4	5
95. Student career enrichment programs such as: distributive education, career internships, field/experiential placement, etc.	Yes	No	Yes	No	0	1	2	3	4	5
96. Student academic awards programs such as: honors convocations, merit financial aid, etc.	Yes	No	Yes	No	0	1	2	3	4	5
97. Quality of student life program.	Yes	No	Yes	No	0	1	2	3	4	5
98. Writing-across-curriculum program or writing assistance center.	Yes	No	Yes	No	0	1	2	3	4	5
99. Basic academic skills program or tutoring center (e.g., learning skills, math, reading, and writing).	Yes	No	Yes	No	0	1	2	3	4	5
100. Office for minority student affairs.	Yes	No	Yes	No	0	1	2	3	4	5

Academic Management Practices	Existence of Practice		If yes, new in past three years?		Effective in improving undergraduate teaching/learning?					
101. Special programs for minority or "at risk" student recruitment, financial aid, retention, or assistance.	Yes	No	Yes	No	0	1	2	3	4	5
O. Student Assessment										
102. A formal institutional commitment to assessment of student academic performance, learning outcomes, or "value added."	Yes	No	Yes	No	0	1	2	3	4	5
103. An office responsible for student diagnostic testing, evaluation studies, and referral to appropriate courses and programs.	Yes	No	Yes	No	0	1	2	3	4	5
104. Required entry-level testing for remedial needs, basic skills, or college-level competency.	Yes	No	Yes	No	0	1	2	3	4	5
105. Exam or other standardized test of core curriculum or general education competency required for rising juniors or graduation.	Yes	No	Yes	No	0	1	2	3	4	5
106. Comprehensive exam or standardized test in major fields required for graduation.	Yes	No	Yes	No	0	1	2	3	4	5
107. Regular survey of student academic expectations, plans and goals, or student attitudes about the college climate and experience.	Yes	No	Yes	No	0	1	2	3	4	5
108. Regular studies of student progress, retention, and graduation rates.	Yes	No	Yes	No	0	1	2	3	4	5
109. Regular studies of student learning outcomes and academic competence at graduation.	Yes	No	Yes	No	0	1	2	3	4	5
110. Studies of "value added" (measures of improvement in academic competence).	Yes	No	Yes	No	0	1	2	3	4	5
111. Studies of coherence of student course selections and programs.	Yes	No	Yes	No	0	1	2	3	4	5

II. Background Information

Please fill in the following information to help us describe the group of faculty and academic administrators who have responded to this survey.

1. Which is the highest degree you hold? (Check one.)
   - ☐ bachelor's
   - ☐ master's
   - ☐ doctorate
   - ☐ other (specify _____)

2. In what subject is the highest degree you hold? _____

3. Sex: ☐ female ☐ male

4. Age: _____

5. a. Do you have an administrative appointment?
   ☐ yes ☐ no

   b. If yes, what percentage of your time does this administrative appointment represent? _____%

   c. Type of unit:
   - ☐ academic administrator (chief academic officer, dean, department chair)
   - ☐ academic services
   - ☐ student services
   - ☐ business and financial affairs
   - ☐ other

   _____

6. a. Do you have a faculty appointment?
   ☐ yes ☐ no

   b. Name of department _____

   c. What is your academic rank in your present position? (Check one.)
   - ☐ positions here are unranked
   - ☐ assistant professor
   - ☐ professor
   - ☐ instructor, lecturers
   - ☐ associate professor

   d. Do you teach full- or part-time? (Check one.) ☐ full-time ☐ part-time

   e. Are you tenured in your position?
   ☐ yes ☐ no ☐ not applicable here

7. How many years have you been at your current institution?
   as a faculty member _____ as an administrator _____

APPENDIX E:

Organizational Climate Survey Instrument

Organizational Climate for Teaching and Learning

A Survey for the Research Program on the Organizational Context for Teaching and Learning

NCRIPTAL, Suite 2400 School of Education Building, The University of Michigan, Ann Arbor, Michigan 48109-1259

I. Academic Culture

Each of the items below contains descriptions of higher education institutions. None of the descriptions is any better than the others; they are just different. Think of these items in the context of undergraduate education at your institution. Please distribute 100 points among the descriptions depending on how similar the description is to your own institution.

For example: In question 1, if description "a" seems very similar to your institution, "b" seems somewhat similar, and "c" and "d" do not seem similar at all, you might give 70 points to "a" and the remaining 30 points to "b."

1. *Dominant Institutional Characteristics* (Divide 100 points)

   The glue that holds my institution together is:

   a. _____ loyalty and commitment. Cohesion and teamwork among faculty and academic administrators are characteristic.

   b. _____ a focus on innovation and development. Readiness to meet new challenges and willingness to take risks are characteristic.

   c. _____ formal procedures, rules, and policies. Permanence and stability are characteristic.

   d. _____ output and goal accomplishment. Competition and production are characteristic.

   100 pts.

2. *Institutional Leadership* (Divide 100 points)

   The leadership style valued at my institution is best characterized as:

   a. _____ a mentor, a sage, a parent-figure.

   b. _____ an entrepreneur, an innovator, a risk taker.

   c. _____ a coordinator, an organizer, an efficiency expert.

   d. _____ a hard-driver, an achiever, a competitor.

   100 pts.

3. *Criteria of Success* (Divide 100 points)

   My institution defines success on the basis of:

   a. _____ its development of human resources, teamwork, and concern for people.

   b. _____ its having the most unique or cutting edge outputs. It is a leader and innovator.

   c. _____ efficiency and stability. Smooth scheduling, clear direction, and efficient operation are critical.

   d. _____ aggressively obtaining an advantage over peer schools. Being number one relative to competing schools is a key objective.

   100 pts.

4. *Management Style* (Divide 100 points)

   The management style in my institution is characterized by:

   a. _____ teamwork, consensus, and participation.

   b. _____ individual initiative, innovation, freedom, and uniqueness.

   c. _____ security of employment, longevity in position, and predictability.

   f. _____ hard-driving competitiveness, production, and achievement.

   100 pts.

5. *Purpose of Undergraduate Education in Society* (Divide 100 points)

   My institution believes that the purpose of undergraduate education is:

   a. _____ to make the world a better place for all of us. Students must be taught to make the most of their roles in society and to strive to improve it.

   b. _____ to provide students with knowledge and skills that enable them to earn a living and contribute productively to society.

   c. _____ to emphasize the great learnings and discoveries of the human mind. Students should be able to demonstrate both breadth of knowledge and depth in their major fields.

   d. _____ to help students clarify their beliefs and values and thus achieve commitment and dedication to guide their lives. The development of personal values is an educational outcome as important as acquisition of subject knowledge.

   e. _____ to enhance the thinking capability of students. Students must learn to reason critically and to communicate their thoughts.

   100 pts.

6. *Governance of Undergraduate Education* (Divide 100 points)

   Academic decision making at my institution can best be described as:

   a. _____ collegial. There are widespread opportunities to participate meaningfully in academic decision making.

   b. _____ formal/rational. Decision making is formally structured. Problems are analyzed. Decisions are made in a logical and reasoned manner.

   c. _____ autonomous. Academic and professional units function with a good deal of freedom in a decentralized or loosely coordinated environment.

   d. _____ anarchic. Decisions, when they are made, are decided in a haphazard manner.

   e. _____ political. Different people or groups move in and out of the decision making process, wielding varying amounts of power at different times.

   100 pts.

(Continue on next page)

IV. Academic Management Climate

For each item, circle the number of the most appropriate response.

Relating to undergraduate education, please rate your institution's emphasis on the following.

DK = Do not know; 1 = No emphasis; 2 = Little emphasis; 3 = Moderate emphasis; 4 = Strong emphasis; 5 = Very strong emphasis

A. Educational Mission and Goals

1. Mission and goals for undergraduate education — DK 1 2 3 4 5
2. Activities fostering an image of an institution-wide commitment to undergraduate education — DK 1 2 3 4 5
3. Undergraduate teaching — DK 1 2 3 4 5
4. Student involvement in the learning process — DK 1 2 3 4 5
5. Student academic learning outcomes — DK 1 2 3 4 5
6. Professional or career related education — DK 1 2 3 4 5
7. Academic or discipline-oriented education — DK 1 2 3 4 5
8. General education — DK 1 2 3 4 5

B. Academic Planning

9. Institution-wide planning process for all undergraduate education — DK 1 2 3 4 5
10. Planning for undergraduate curricula and programs — DK 1 2 3 4 5
11. Planning at the academic unit or department level — DK 1 2 3 4 5
12. Academic planning reflecting external trends and demographics — DK 1 2 3 4 5
13. Dissemination of information on trends affecting undergraduate education — DK 1 2 3 4 5

C. Governance

14. Clear decision making processes for undergraduate education — DK 1 2 3 4 5
15. Coordination among academic units in academic or curricular decisions — DK 1 2 3 4 5
16. Implementing and monitoring decisions affecting undergraduate education — DK 1 2 3 4 5
17. Mechanisms for dealing with conflict over academic issues — DK 1 2 3 4 5
18. Decentralization of decision making on undergraduate issues — DK 1 2 3 4 5

D. Resource Allocation

19. Resource priority for undergraduate education — DK 1 2 3 4 5
20. Resources for improving undergraduate teaching and learning — DK 1 2 3 4 5
21. An equitable allocation of resources among undergraduate programs — DK 1 2 3 4 5
22. A rational process for resource allocation for undergraduate education — DK 1 2 3 4 5
23. Use of academic performance data for resource allocation — DK 1 2 3 4 5

E. Communication/Information

24. Discussion between faculty and academic administrators about undergraduate education — DK 1 2 3 4 5
25. Cross-disciplinary faculty discussions on teaching and learning issues — DK 1 2 3 4 5
26. Use of student characteristics and academic performance data for undergraduate curriculum and program design — DK 1 2 3 4 5
27. Faculty use of student data and course evaluations in developing courses and teaching approaches — DK 1 2 3 4 5
28. Use of academic unit performance data for program evaluation — DK 1 2 3 4 5
29. Dissemination of information on teaching and learning issues — DK 1 2 3 4 5

(Continue on next page)

V. Faculty Motivation and Effort

For each item, circle the number of the most appropriate response.

Please rate your faculty colleagues on the following.

	Do not know	None	Little	Moderate	Strong	Very strong
1. Satisfaction with their work related to undergraduate education	DK	1	2	3	4	5
2. Satisfaction with the institution as a good place for undergraduate education	DK	1	2	3	4	5
3. Satisfaction with their performance as teachers	DK	1	2	3	4	5
4. Commitment to teaching undergraduate students	DK	1	2	3	4	5
5. Commitment to their disciplines or professional fields	DK	1	2	3	4	5
6. Motivation of faculty to improve as teachers	DK	1	2	3	4	5
7. Motivation to improve undergraduate education	DK	1	2	3	4	5

Please rate yourself on the following.

	Do not know	None	Little	Moderate	Strong	Very strong
8. Satisfaction with your work related to undergraduate education	DK	1	2	3	4	5
9. Satisfaction with your institution as a good place for undergraduate education	DK	1	2	3	4	5
10. Satisfaction with your performance as a teacher	DK	1	2	3	4	5
11. Commitment to teaching undergraduate students	DK	1	2	3	4	5
12. Commitment to your discipline or professional field	DK	1	2	3	4	5
13. Motivation to improve as a teacher	DK	1	2	3	4	5
14. Motivation to improve undergraduate education	DK	1	2	3	4	5

VI. Faculty Involvement

For each item, circle the number of the most appropriate response.

Relating to undergraduate education, please rate the involvement of the faculty in your institution on the following.

	Do not know	No involvement	Little involvement	Moderate involvement	Strong involvement	Very strong involvement
1. Academic planning for undergraduate education	DK	1	2	3	4	5
2. Decisions on undergraduate academic and curricular policies	DK	1	2	3	4	5
3. Resource allocation	DK	1	2	3	4	5
4. Student recruitment policies and decisions	DK	1	2	3	4	5
5. Undergraduate curriculum development	DK	1	2	3	4	5
6. New program development	DK	1	2	3	4	5
7. Use of educational technology	DK	1	2	3	4	5
8. Faculty development	DK	1	2	3	4	5
9. Instructional development	DK	1	2	3	4	5
10. Teaching/learning workshops for undergraduate education	DK	1	2	3	4	5
11. New undergraduate faculty selection	DK	1	2	3	4	5
12. Faculty promotion and evaluation	DK	1	2	3	4	5
13. Decisions on student academic support service policies	DK	1	2	3	4	5
14. Decisions on student assessment policies and procedures	DK	1	2	3	4	5

(Continue on next page)

102 VII. Academic Administrative Support

For each item, circle the number of the most appropriate response.

Please rate the support by the following groups for improving undergraduate education.

	Do not know	No support	Little support	Moderate support	Strong support	Very strong support
1. Board Members	DK	1	2	3	4	5
2. President and Executive Officers	DK	1	2	3	4	5
3. Deans and Department Chairs	DK	1	2	3	4	5
4. Faculty Governance Bodies	DK	1	2	3	4	5
5. Faculty	DK	1	2	3	4	5
6. Student Governance Bodies	DK	1	2	3	4	5
7. Students	DK	1	2	3	4	5
8. Academic Support Units	DK	1	2	3	4	5
9. Student Support Units	DK	1	2	3	4	5

VIII. Resource Availability

For each item, circle the number of the most appropriate response.

Please rate the availability of resources to improve undergraduate education.

	Do not know	Inadequate	Poor	Fair	Very good	Excellent
1. Teaching and classroom facilities	DK	1	2	3	4	5
2. Library facilities	DK	1	2	3	4	5
3. Student study space	DK	1	2	3	4	5
4. Faculty salaries	DK	1	2	3	4	5
5. New undergraduate initiatives	DK	1	2	3	4	5
6. Instructional improvement	DK	1	2	3	4	5
7. Educational computing	DK	1	2	3	4	5
8. Faculty development	DK	1	2	3	4	5
9. Student support services	DK	1	2	3	4	5
10. Academic support services	DK	1	2	3	4	5
11. Educational evaluation and research	DK	1	2	3	4	5

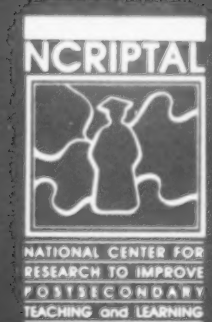
IX. Personal Data

Please fill in the following information to help us describe the group of faculty and academic administrators who have responded to this survey.

1. Which is the highest degree you hold? (Check one.)
   - ○ bachelor's
   - ○ master's
   - ○ doctorate
   - ○ other (specify _____)
2. In what subject is the highest degree you hold?
   _____
3. Sex: ○ female ○ male
4. Age: _____
5. a. Do you have an administrative appointment?
   ○ yes ○ no
   b. If yes, what percentage of your time does this administrative appointment represent? _____%
   c. Type of unit:
   - ○ academic administrator (chief academic officer, dean, department chair)
   - ○ academic services
   - ○ student services
   - ○ business and financial affairs
   - ○ other _____
6. a. Do you have a faculty appointment?
   ○ yes ○ no
   b. Name of department
   _____
   c. What is your academic rank in your present position? (Check one.)
   - ○ positions here are unranked
   - ○ instructor, lecturer
   - ○ assistant professor
   - ○ associate professor
   - ○ professor

   d. Do you teach full- or part-time? (Check one.)
   ○ full-time ○ part-time
   e. Are you tenured in your position?
   ○ yes ○ no ○ not applicable here
7. How many years have you been at your current institution?
   as a faculty member _____
   as an administrator _____

Thank you for taking the time to complete this survey.



BEST COPY AVAILABLE